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ABSTRACT

This handbook was developed for those selected as part of the Kellogg Peer Consultant Initiative which seeks to promote the inclusion of service-learning into core academic curricula. Consultants provide teacher education programs and technical support to those educators developing new programs or strengthening existing programs. The manual is divided into four sections. Essays include: "An Overview of the Peer Consultant Initiative" (Joel Longie); "The Role of the Peer Consultants" (Becky Warnes); "The Role of the Youth Peer Consultants" (Becky Warnes); "The Art of Presenting" (Carolyn Elliot); "Consulting and Facilitation Skills" (James Toole; Pamela Toole; Stella Raudenbausch); "Service-Learning and the Power of Participation: Schools, Communities, and Learning" (Robert Shumer); "A Multicultural Perspective on Service-Learning"; "Culture and Context in Service-Learning Education: A Native American Perspective" (McClellan Hall; John Guffey); "Service-Learning with Students with Disabilities" (Maryland Student Service Alliance); "Service-Learning: An Educational Process for Teaching and Learning" (Carol Kinsley); "Definition of Service-Learning"; "Alternative Program Models" (James Toole; Pamela Toole); "Joining Together with Community Partners" (Ingrid Sausjord); "Preparation for Service-Learning" (Marty Duckenfield; Jan Wright); "Curriculum Integration of Service Learning' (Marty Duckenfield; Jan Wright); "Developing a Community Service-Learning Unit" (Carol Kinsley); "Reflection" (Harry C. Silcox); "Celebration" (Harry C. Silcox); "Framing Assessment and Evaluation for Effective Programs" (Kate McPherson; Lynn Campbell; Steve Schuman); and "Organizational Issues: Liability, Transportation, and Scheduling" (James Toole; Pamela Toole); "Questions Most Commonly Asked of a Regional Resource Person" (Kate McPherson); "Sample Training Agendas"; and "Forms." (EH)

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Peer Consultant Initiative Handbook

1st Edition

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Dear Peer Consultant:

Congratulations once again on your selection as a Peer Consultant! The Kellogg Peer Consultant Initiative seeks to promote the inclusion of service-learning into core academic curricula through a system of consultants providing teacher education programs and technical support to those educators developing new programs or strengthening existing programs.

This handbook is intended as a resource to Peer Consultants as they:

- share key concepts of service-learning (including preparation, curriculum integration, and reflection)
- assist educators in developing quality programs and build staff and community support
- collaborate with partners and SEA's to develop linkages with education reform initiatives.

There are just a few notes as you use the manual. First, service-learning (SL) and community service-learning (CSL) are used interchangeably throughout this manual. Secondly, bibliographies specific to modules have been left with those modules. A more general bibliography can be found in the Resource section of this handbook. Finally, this is the 1st Edition of the Peer Consultant Initiative Handbook. We anticipate future revisions of the handbook based on the feedback we receive from Peer Consultants using it as a resource to support their efforts (note the Feedback Form at the end of the manual).

Best wishes as you serve as Peer Consultants with this exciting initiative!

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The W.K. Kellogg Foundation was established in 1930 to "help people to help themselves." As a private grantmaking organization, it provides seed money to organizations and institutions that have identified problems and designed constructive action programs aimed at solutions. Most foundation grants are awarded in the areas of youth, leadership, philanthropy and volunteerism, community-based health services, higher education, foods systems, rural development, groundwater resources in Great Lakes area, and economic development in Michigan. Programming priorities concentrate grants in the United States, Latin America and the Caribbean, and southern Africa.

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An Overview of the Peer Consultant Initiative

Joel Longie

Within this past decade, an unprecedented number of school and community-based service and service-learning programs have multiplied across the nation. Educational leaders have endorsed service-learning for its potential to improve the overall learning process for students by actively engaging them in meaningful service projects that relate directly to their academic studies. Improved school climate, community and school linkages, and strengthened learner outcomes have fueled the interest for developing service-learning programs. The movement has been supported on the federal level through funding from the Corporation on National Service. This heightened interest,however, has not increased the understanding about service-learning as a vehicle for school change, either at the state or local levels.

In order to build a greater understanding for the pedagogy of service-learning and to advance it as an educational methodology, knowledge about service-learning as a teaching, learning, and youth development strategy must be increased. It is also important for state education agency staff to advance policy development for service-learning and to create strong linkages to schools and education reform efforts.

The W.K. Kellogg Foundation has joined forces with the national service-learning movement by providing fiscal support for implementing a peer consultant initiative through the National Service-Learning Cooperative, its regional partners, State Education Agencies, and the Council of Chief State School Officers (CCSSOs). This new effort will positively affect service-learning on a national level by creating a network of experienced professionals actively working with practitioners new to service-learning, thereby expanding the field. Peer consulting is a process in which more skilled and experienced educators will assist schools who are in the early stages of developing service-learning projects.

Teachers and other practitioners of service-learning are often isolated from one another and from sources of support. They need connections to peers who are experienced in service-learning instruction and who can share ideas and resources. The service-learning field is, in essence, just blossoming and in need of greater interaction between teachers.

Beginning practitioners need to learn how to develop, maintain, and improve solid programs. They need nuts and bolts information, ideas, guides, and curricula. They will also benefit from ongoing technical assistance by peers and professionals in the field. A peer with advanced training or expertise can serve as a mentor for a teacher with less experience with service-learning.

Peer consultants are identified by regional partners of the National Service-Learning Cooperative. Classroom teachers will constitute the majority of individuals who will serve as peer consultants. However, administrators, youth development specialists, and others, including youth, will also serve. Once identified and oriented, their names and profiles will be kept in the database of the Learn and Serve America Clearinghouse. This manual has been developed as part of a comprehensive training effort provided to all who serve as peer consultants.

The young people in this project will also fulfill a need by serving as catalysts in advancing the service-learning movement. Young people are the leaders of tomorrow and are willing to take part in shaping their future. They will serve as peer consultants and work with both adults and other youth.

Implementation of this program will allow states to meet the critical needs of teachers new to service-learning and to create a network of practitioners who have experience implementing service-learning programs. This project will also add depth to the field by creating a national network of teachers, administrators, and other practitioners who are trained and prepared to assist others. Consultants will facilitate the infusion of service-learning into core academic curricula, while ensuring the development of quality programming.

This project can also provide concrete evidence that service-learning, when used as an educational methodology, can assist school reform efforts and link schools and communities. There is a developing body of research on both the effects of service-learning on the individual and on the institution. The Clearinghouse will lead the way collecting and sharing the research with practitioners and policy-makers nationwide. The proof will be in the practice of service-learning and the long range investment in adopting it as a viable educational methodology.

The Role of the Adult Peer Consultants

Becky Warnes

The purpose of the Peer Consultant Initiative is to promote the infusion of service-learning into core academic curricula by developing a system of peer consultants. Peer consultants, regarded as experts in the field of service-learning, will assist practitioners develop and strengthen service-learning in their classrooms, school districts, and communities. While each consulting relationship will be unique, all will be responsive to the educator and school district seeking assistance.

During the first year, the Peer Consultant Initiative will support 240 consultants, half of which will be youth, in 6 regions across the country. New consultants will be added in the second and third year, although most should be identified by the second year. The program will involve eight State Departments of Education (SEA) each year, expanding to 24 SEAs by year three.

Summary of Peer Consultant Network

	Number of Adult Consultants	Number of Youth Consultants	Total Number of Consultants
YEAR I (6 Regions)	120	120	240
YEAR II (8 Regions)	240	240	480
YEAR III (8 Regions)	320	320	640

The Peer Consultant Initiative promotes a celebration of diversity and a philosophy of inclusion in regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, or sexual orientation.

What is the Peer Consultant Selection Process?

Peer Consultant selection will be based on:

- knowledge of service-learning and educational reform.
- experience with service-learning programs, and
- past experience as a trainer.
- a minimum of two years experience working with service-learning or related programs and experience implementing principles of good practice;
- an understanding of the issues involved in gaining institutional support for service-learning programs;
- demonstrated people skills (e.g., possesses strong interpersonal communication skills, listens well and is supportive, is patient, understands how to encourage people's growth in ways that challenge them without overwhelming them, enjoys working with and teaching others);
- understanding of curriculum infusion and whole school implementation for service-learning;
- ability to commit to the program for as long as three years;
- participation in the Peer Consultant training program.

What Is the Peer Consulting Process?

Consultants and the school contact(s) will first meet to plan their assistance process. **The design will be based on the needs of the individuals/school districts served, so the planning will be responsive in nature.** After an initial visit by the consultants, it is expected that communication between the mentor/consultants and those served might include:

- face-to-face consultations
- phone conversations
- E-mail exchanges
- visits to other sites and programs
- classroom visits by adult and/or youth consultants

- presentations to staff, parents and community members, and youth
- consultations with community organizations working with the requester school

The program allows for flexibility between the consultant and the school to best serve the needs of the school or district. However, a substantial amount of contact (between 20 - 25 hours per year) is anticipated. The consultant and school or district may elect to collaborate for one or more years. It is expected that the school/district served will be relatively close to the consultant's home area and that travel costs will be minimal.

In an effort to promote the inclusion of service-learning into core academic curricula, it is expected that consultants will assist school personnel in building a quality program that integrates service-learning into a wide variety of subject areas and that will evolve to include a significant number of teachers in their school and/or district.

Product outcomes produced from the peer consultation process include program plans outlining how service-learning is to be initiated and developed in the school or district. Responsibilities and program activities will be included in this document. Both consultants and those consulted will be asked to maintain a written evaluation of the process, with a short final report due at the end of each program year.

What are the Roles and Responsibilities of Peer Consultants?

Role of Peer Consultants

- Offer face-to-face technical assistance in developing service-learning initiatives.
- Promote the inclusion of service-learning into core academic curricula by serving as a consultant or mentor to a school or schools interested in developing or expanding a service-learning program.
- Supervise a youth consultant representing the student perspective of service-learning ensuring that youth participate in a significant and meaningful way and that the youth benefits from his or her experiences as a consultant.

- Collaborate with National Service-Learning Cooperative partner and State Education Agency contact in developing networks, identifying funding sources, and documenting plans for incorporating service-learning as an education reform strategy.

Responsibilities of Consultants

Each Peer Consultant has responsibilities to the school, to the Youth Peer Consultant, and to the Partner and SEA contacts.

To the School

- Commitment to the school for substantial consulting services, providing a minimum of 20-25 hours of consulting per year.
- Provide consulting services that are responsive to the needs of the school district. It is anticipated that consultants will develop a mentoring relationship with the school contact and will provide ongoing support, education, resource referral, and networking.
- Facilitate a process by which clear expectations of the consultant and of the school contact are clearly stated.
- Facilitate mutual respect between consultant and school contact, including respect for philosophical differences (i.e., visions, goals, teaching strategies) and programmatic issues (i.e., time and scheduling constraints).
- Provide consulting based on Principles of Good Practice.

To the Youth Consultant

- Provide for significant and meaningful experiences for the youth consultant, benefiting both the requester school and the youth.
- Be responsive to the needs of the youth consultant and be accessible to youth regarding concerns or issues.
- Follow organizational guidelines of both the consultant's employer and the requester organization governing activities involving youth – particularly in the areas of professional conduct and liability issues.
- Ensure the safety of the youth consultant by providing an adequate and reasonable amount of direction and supervision. **Safety for the youth must be of primary concern directing all activities involving youth.**

To the Partner and SEA Contacts

- Collaborate with the Partner and the SEA in attending training, developing program plans, engaging in on-going communication and reporting on issues or problem areas.
- Provide timely reports and evaluations.

What Training Is Available for Peer Consultants?

Training and consultation materials have been developed by regional Clearinghouse partners and State Education Agency contacts. These training modules include content and academic areas most relevant for developing service-learning programs. Topics covered include some of the following areas:

- orientation to service-learning
- the reflection process for service-learning
- curriculum infusion
- collaborating with community agencies to produce community resources
- assessing student learning
- transportation, liability, and scheduling
- facilitation and consulting skills

Using material developed by Cooperative Partners and State Education Agency contacts, Cooperative Partners will further develop and implement training programs unique to the needs of their individual regions. While overall training programs will incorporate the training components listed above, specific training programs will vary between regions as they are tailored to the needs of each region.

What Guidelines Must Adult Consultants Consider Regarding Youth?

All adult consultants are required to adhere to individual school policies and procedures regarding their role in working with youth and must follow school guidelines and directives regarding interactions with youth outside of normal classroom activities.

Consultants must get approval from their individual school (district) to transport youth in their private vehicles. Even with school approval to transport youth, adult consultants should be aware of related liability issues in their state. All consultants transporting youth are required to carry individual insurance policies covering themselves and passengers in a vehicle and should check school and state policies regarding liability.

Consultants must consider the youth consultant's safety as a top priority in working with youth consultants and make every reasonable effort to avoid negligent behavior. Consultants unclear on issues arising in the consulting process should meet with school administrators and/or the school legal counsel; and/or contact the Cooperative Partner or National Service-Learning Clearinghouse (1-800-808-SERVE). (See Liability section of the Bibliography for more information. Also refer to the *Organizational Issues: Liability* section of this manual.)

Each state included is taking its own unique approach to the role of the youth consultants. Some are having youth consultants who attend the school/district that they are assisting. This approach largely eliminates the issue of transportation. Other peer consultants are selecting youth from their advisory councils or youth boards and in other states, each adult consultant has selected his/her own youth consultant. It is important that you follow what has been decided in your state. Whatever direction is prescribed, it must be thought through clearly in terms of safety and liability.

The Role of the Youth Peer Consultants

Becky Warnes

What Is the Selection Process for Youth Consultants?

Because service-learning is concerned with treating youth as resources and responsible citizens, the program developed will also include youth as peer consultants. Each State Education Agency, in collaboration with the regional Partner organization, will determine how the selection of youth consultants will occur. Three approaches have been the most popular:

1. Each adult consultant can select a young person in his or her area who can serve as a youth consultant.
2. Select student(s) from the school/district that you will be assisting. This lessens any transportation issues and the student is then available as a voice within the setting to be affected.
3. Many regions have service-learning youth advisory boards or youth councils. They may already have insurance coverage from the sponsoring organization. This should be checked carefully and all legal ramifications verified.

It is important that as educators introduce and develop service-learning programs in the schools, they understand the student role in the process. Inclusion of youth on the peer consulting/mentoring process should help to ensure that the youth voice is represented. Initially, the project will support 100% of the youth consultants. By the third year, almost half will be supported through local funds.

Youth consultants will be selected based on:

- Recommendation by their teacher(s).
- Experience in service-learning in a school and/or community setting.
- Ability to articulate role of youth in developing service-learning programming.
- Ability to share student perspective of service-learning process with other youth, educators, and community members.
- Ability to provide feedback on program.
- Ability to accompany adult consultant on site visits and/or communicate via telephone or e-mail to share student perspective during and/or after regular school hours.
- Potential as student leader.

Parent(s) or guardian must provide written consent permitting the student to be involved in the program, to work with an adult consultant, and to travel to other schools as needed.

What Are the Roles and Responsibilities of Youth Peer Consultants?

It is important that youth consultants in the program be treated as valuable contributors to schools and are given a meaningful role in the consulting process. Youth should also benefit from their involvement in the program by being given opportunities to learn and develop through their experience as consultants. As consultants and schools develop their plan of action, considerable time should be devoted to involving youth consultants.

While significant and meaningful participation of youth in the consulting process is anticipated, the specific role of the youth and individual consulting processes will vary among consulting teams depending on a variety of factors, including the age of the youth, the needs of the school district, and the direction provided by the adult consultant.

Some flexibility is provided for the adult consultant in supervising the youth consultant with consideration given to school or organizational policies, liability issues, and individual concerns of adult consultants. For example, if the adult consultant has concerns about transporting the youth consultant to the neighboring school district, that consultant could explore other options for involving the youth in a meaningful way.

Roles of the Youth Peer Consultants

Each Youth Peer Consultant will represent the youth perspective of service-learning to schools, community members, and youth. Suggested activities include, but are not limited to:

- making site visits with the adult consultant to represent the student perspective of service-learning and to share past experiences with service-learning programming.
- advocating for meaningful student involvement by advising teachers developing programs on the role of youth in developing service-learning programs.
- consulting with teachers, community members or other youth via telephone
- consulting with teachers, community members, or youth via E-mail
- giving a presentation to teachers, community members, or other youth interested in service-learning
- meeting with a group of students developing a service-learning project
- serving on panels (with other students or as a member of an adult/youth panel)
- making videos or multimedia presentations documenting a service-learning project or sharing their experiences with service-learning
- writing articles for their own school or the requester school publications
- collaborating with other youth or adult peer consultants involved with the Peer Consultant Initiative in making presentations or serving on panels; combining consulting teams for special projects

Responsibilities of the Youth Peer Consultants

Each Youth Peer Consultant has the following responsibilities:

- To provide perspectives on service-learning in an organized and thoughtful manner to schools, community members and youth.
- To be responsive, open and honest to questions raised.
- To promote a positive youth perspective and good working attitude.
- To represent the program, school, or organization in a positive manner.
- To communicate issues, concerns, or problem areas to adult peer consultant.
- To exercise safety and caution when involved in consulting activities.
- To complete evaluations and reporting forms in a timely manner.

The Art of Presenting

Carolyn Elliot

Introduction

Not all peer consultants may be asked to give presentations on service-learning. However, it is likely that the majority of consultants will give one or two hour presentations to faculty groups as well as to parents and community representatives. Other consultants may offer half day to whole day in-service presentations. In this section, we review the basic skills and organizational awareness needed to be an effective presenter.

Basic Steps to Effective Presentations

Advance Work

- Complete your workshop design
- Check to see who is registered for your workshop
- Confirm your room assignment
- Reserve equipment
- Prepare handouts, visuals, name tags, etc.

Setting Up

- Arrive early
- Make sure you have your registration list
- Arrange the room
    - Chair/table arrangement
    - Rostrum

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  - AV equipment (also extension cords, take-up reels, extra bulbs, etc.)
  - Tables for registration, handouts, and refreshments
  - Decorations (posters)
- Refreshments
- Handouts (copies for each participant; consider packets)
- Additional materials needed for activities (markers, newsprint, magnets, tape, etc.)
- Be free to greet audience

Warm-up

Get the attention of the audience

- Introduce yourself
- Use a logo, focus image, or other symbol to stimulate thought
- Present a global picture or overview with a flowchart, graph, or mindmap
- Consider an anecdote, joke, cartoon, or thought-provoking question

Get the audience involved/motivated

- Use a warm-up activity
- Get the audience acquainted and comfortable
- Determine the audience expectations
- Assess their knowledge

Objectives

- Be concise by selecting 2 to 3 major points
- Display your objectives on a chart or transparency
- Assess needs
- Negotiate differences
- Display new/changed objectives, if any
- Refer to objectives frequently

Instruction

Choose format(s) for instruction and practice

- Presentation (lecture, panel, debate, film/videotape, slides)
- Demonstration (practice, coaching, drills, lab)
- Reading (individual, groups, reports)
- Drama (skits, pantomime)
- Discussions (buzz sessions, brainstorming, diagnostic session)
- Case Study (critical incident)
- Graphics (group collage, tinkertoys)
- Simulations (role play, videotape feedback)
- Games
- Directed inquiry (learning/teaching teams, concept attainment)
- Learning logs

Choose audio/visual aids to meet various learning styles

- Transparencies (consider color)
- Slide show
- Videotape/audiotape
- Charts/graphs
- Films
- Chalkboard

Practice your personal delivery

- Show enthusiasm for the topic
- Be well-prepared and practiced
- Use notes as necessary
- Dress for the event
- Use non-verbal communications to your advantage
    - Have lots of eye contact
    - Move around; use proximity control
- Speak clearly and loudly. Consider using a microphone
- Know your audience and use the feedback they give you

Closure

Summary

- Restate objectives and check to see that they were met
- Encourage reflection
- Provide a vehicle for continued contact, if desired

Evaluation

- Have participants complete a formal evaluation
- Consider other evaluations for presenter information

Follow-up

- Restore area to the way you found it; return equipment and supplies
- Return registration list and formal evaluations
- Complete certificates (optional)
- Maintain contact with coaching teams, if appropriate

Characteristics of Adult Learners

Adult Learners

1. Have a good deal of first-hand experience that can make a significant contribution to the training.
2. Expect to be treated with the respect due their maturity and individualism in the learning situation.
3. Usually have specific and immediate learning goals.
4. Expect structure and clear goals for the learning program. Want to know how it is applicable or transferable to their personal or professional lives.
5. Will usually withdraw from the instructional setting when the learning goals have been reached or if the instruction is not harmonious with the goals of the learner.
6. Have a desire to be active participants in the learning process. Need to be involved in the planning and in participatory activities. Effective workshops tend to be centered on problem solving and are interactive.

7. Are critical of excessive procedural red tape, unprepared trainers, poorly articulated programs, and individuals or processes which interfere with their learning.
8. Have some amount of pride and are frequently anxious about their learning abilities.
9. Are anxious for educational success. Have a strong need for periodic feedback and encouragement.
10. Expect to have their physical needs met with adequate furniture and appropriate breaks.
11. Need a good balance between tight, well-paced, content-oriented presentations and the time needed for learning integration.
12. Have established emotional frameworks consisting of values, attitudes, and tendencies that may or may not support change. Effective workshops assist adults in making changes in an atmosphere where there is a high degree of safety, mutual commitment, and choice.

From: "Better Learning Programs: What Andragogy Can Tell Us." Herman E. Behnling, Sr. Assistant State Superintendent, Maryland State Department of Education. *Planning, Conducting, and Evaluating Workshops*, Larry Nolan Davis

Conducting Adult Workshops

Tips

1. Begin with a suitable introduction which is as experiential, as much fun, and as low-risk as possible.
2. Plan how you will establish confidence and trust between you and your participants.
3. Check out participant expectations and be prepared to act on any serious discrepancies between yours and theirs.
4. Know what is negotiable with you. Be available to change what is negotiable and stick to what is not.
5. Achieve a balance between experiential and discussion/lecture activities.
6. Achieve a balance among independent, interdependent, and dependent activities.

7. Plan for variety and unity in groupings.
8. Plan regular feedback points and be aware of other times when feedback is in order.
9. Be aware of the pacing implied by your plans.
10. Show energy and confidence. This usually results in a level of trust and makes the group more willing to take risks.
11. Allow participants to show and feel creativity, but always give participants the option of passing on any activity.
12. Always be aware of opportunities (and plan many) to relate experiences to participants' lives and work.
13. Consciously make the workshop session a model of what your training is about. in other words, practice what you preach and be prepared to point out what you are doing, if it is appropriate to do so.
14. Know how each part of your design relates to your overall philosophy or theory. Allow the participants to see these relationships. Understanding and implementation result only when experience, structure, and theory relate.
15. Turn appropriate questions back to the group. You shouldn't feel the pressure of being expected to have all the answers. It is also helpful to allow the group to see each other as resources. This can be fostered by resisting the tendency to respond to every statement and question.
16. Be aware that hidden agendas are sometimes present. "Non-expectations" of the participants, for example, are sometimes really expectations.

Pointers for Successful Presentations

People will be affected in different ways by your presentation. Adults as well as children react more graciously to positive rather than negative expressions. Negative statements generate negative feelings and positive statements generate positive ones. Our task is to help educators embrace service-learning as a positive option for students.

It is essential that we discuss what might be viewed, by some, as troublesome student behaviors in a positive and professional manner. Following is a list of negative words and phrases and a positive alternative for each:

Negative	Positive
Below average	Working at your own level, or basic
Cheats	Depends on others
Dumbbell	Capable of doing better
Failed	Did not meet the requirements
Impertinent	Discourteous
Insolvent	Outspoken
Lazy	Can do more when we try, exerts little energy
Liar	Tendency to stretch the truth
Mean	Having difficulty getting along with others
Must	Should
Rude	Inconsiderate of others
Selfish	Seldom shares with others
Show-off	Try to get attention
Sloppy	Can do neater work
Steal	Took items without permission
Stubborn	Insists on having his/her own way
Stupid	Can do better when we try
Time & time again	Usually
Trouble maker	Disturbs others
Truant	Absent without permission
Uncooperative	Should learn to work and play with others
Will fail, unless...	Will have a chance of passing if...

Responding to Challenging Adult Participants

1. Would you see me at the break. I'd like to talk with you further. That's an interesting dilemma.
2. You know a lot about this topic. Thank you for sharing this with us.
3. Actually, in this talk, I am pulling from several studies. For example, ...

4. No, I am not familiar with his/her work. I'd enjoy hearing more at the break.
5. I hear 3 questions. Let me try to deal with them one at a time.
6. Let me re-phrase that questions. Jack is asking ....
7. Lots of people share that point of view.
8. We're working on that issue. As you point out, it is complex with no easy answers.
9. I (We) haven't gotten that far or I don't know.
10. The problem you share is complex (or common) and probably too involved to quickly diagnose here. It might, however, be useful in helping us....
11. You are right. The technique I described won't solve all problems in this area. People who have used it acknowledge that. It might, however, be useful in helping us....
12. Thank you for asking. I must not have made myself clear earlier. Let me try again with a different example....

COMMUNICATING IDEAS EFFECTIVELY

Probably no other single factor is more important in group dynamics and leadership development than communication. Being able to communicate your ideas effectively is both a learned and practiced skill any presenter, trainer, or public speaker needs to know in order to have their message understood and accepted by their listening audience.

Most of us think of communicating as a one way process. We get all involved in what we're saying, how we're saying it, and what choices we should make to communicate better that we sometimes forget to remember there are some "tips" available to make our communication process easier.

Listed below are some tips for communicating ideas more effectively the next time you have to communicate an idea to someone:

1. PRESENT SINGLE IDEAS- A single idea or a series of thoughts presented in a logical sequence is much easier for an audience to understand and follow.

2. GET PEOPLE TO "BUY OFF" ON ONE IDEA BEFORE PRESENTING ANOTHER- Presenting, explaining, teaching, or selling something has a logical sequence. Remember information giving must follow the laws of logic built into the human brain. People need time to absorb and digest your ideas before moving ahead with another idea. If you practice a "random scatter" sequence of presenting your ideas, you will lose your audience.

3. BE SPECIFIC- People need to know what to expect in order to get involved and interested in what you have to say. Telling them your idea in great detail (if the situation or presentation warrants great amounts of detailed information being shared) helps them understand. Tell them the whole idea first so whatever specific information that follows can be related back to the whole idea.

4. RESPONDING TO EMOTIONS- Be aware of the different emotions present during the presentation of your ideas. There are emotions of the presenter, the audience, and the issues surrounding any idea which suggests change from the status quo.

5. SHARE YOURSELF- You have been asked by someone who wants you to share an idea because you have something important to say. The best style is the one which is most natural and comfortable for you. Only you can say it in your own style. Be yourself and let your unique personality come through. Do not try to imitate or act like someone else. The audience is interested in you and your ideas.

6. KNOW WHAT YOU WANT TO SAY- If the order of your presentation is clearly explained and easy to follow, then the listeners will absorb and understand your ideas better. If your ideas are not explained well or easy to follow, then the listeners will be spending their time figuring out where you're going, what you're doing, how all of the pieces fit together, and when will it all end. People have a VERY short attention span. Use their time wisely. Know what you want to say.

7. USE A LANGUAGE COMMON TO YOUR AUDIENCE- So much of what we want to say is determined not by what we say but by how we say it. Language differs from region to region, city to city, nation to nation, and from professional group to professional group. It is important to remember how the use of words, phrases, or the semantics of words can be different. Ideas that are most effectively conveyed to an audience are the ones that match up the culture of the meeting, the use of appropriate language, and the avoidance of acroyms.

8. INVOLVE YOUR AUDIENCE- New ideas are usually met with some degree of skepticism and resistance. One technique which is very effective in overcoming these problems is to actively involve your audience. Merely talking to your audience does not always help them identify or empathize with a new idea. Many times an audience needs to experience or feel a simulation of your idea (where practical) before full adoption of your idea will become a reality.

HOW WE LEARN

The senses of the body play a great role in how we learn.

Through TASTE	1.0	%
Through TOUCH	1.5	%
Through SMELL	3.5	%
Through HEARING	11.0	%
Through SIGHT	83.0	%

In communications, "what we learn" is just as important as "how we learn".

9. GET FEEDBACK- As new ideas incubate, are developed, and tested for their merit, worth and/or application, it is important to get the opinion of others. Others may have thought of a similar idea at one time but never expressed it openly to anyone else because they thought it was a dumb or stupid idea themselves or they feared ridicule.

10. BE A GOOD LISTENER- In presenting new ideas we usually start out trying to listen; however, interruptions seem to detract from our focus. Being a good listener means "staying open" to any and all comments about our idea. Avoid the "shut down" tendency just because someone else has altered, changed, or improved upon your own idea. Listening is an active pursuit!

How we communicate our ideas to the world is critical. Mankind has been doing it since the beginning. What has changed drastically from prehistoric times until now is the manner and the medium in which those ideas are conveyed. Today, we have television, CD-ROM, satellites, and advancing technologies which are so new that they are changing the rules by which ideas are not only created, but also shared with others.

The challenge we all face is to communicate our ideas in the most effective manner so others will listen.

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The Peer Consultant as Consultant and Facilitator

James Toole, Pamela Toole & Stella Raudenbausch

Peer consultants are available to provide technical assistance to schools that are interested in adopting service-learning as an innovation. In fulfilling this role, they may find themselves in several different roles–that of a facilitator, a consultant, and/or a trainer/presenter. The form of technical assistance will vary because the needs of schools may range from those at the planning/orientation stage to those who have Learn and Serve grants and are several years into the implementation process.

This module will provide an orientation for peer consultants to understand their possible roles, the skills they will need, and the tasks they will carry out–that of diagnosing school cultures and working with the change process.

Why Technical Assistance?

Traditionally, the majority of professional development efforts have been focused on "inservice" workshops intended to introduce school staff to new educational approaches. These sessions might range from one hour presentations to 2-5 day workshops. Even when such presentations were received with interest and excitement, teachers typically returned to an overly demanding and packed schedule and a system that often did not support their new enthusiasm. Only a few people might go on to truly implement the new concept, and their ultimate success was based mostly on their own self-initiative, perseverance, and previous skill.

Because previous change efforts have been largely unsuccessful, the field of education is increasingly developing a deeper appreciation for what it takes to implement and institutionalize an innovation. Peer Consultants need to not only understand service-learning, but also how effective change happens in schools.

If we truly want to change and improve what teachers do in the classroom, we will need more time, resources and support for teachers. Effective staff development efforts require clear goals, strategies for reaching those goals, and sufficient resources. Service-learning must be implemented with an understanding of a school's particular system and culture, and include many opportunities for teacher and staff "buy in" and input.

Staff development is an ongoing process for, as Larry Lezotte (1990) explains, "....improvement is not an event, but rather an endless succession of incremental adjustments." It involves not only presentation of basic concepts, but also demonstration, practice and feedback on the critical skills involved. Initiatives such as staff focus groups and peer coaching need to be included to assist teachers as they develop mastery over new skills.

The Kellogg Foundation has funded the Peer Consultant Initiative at a critical juncture in the service-learning field. Many teachers have participated in some initial service-learning training, but very few have received the type of long-term support and opportunity for structured reflection that we know is required to master and implement a new skill in the classroom. The ASCD manual ***Assisting Change in Education*** provides a clear summary of the role of change agents like the Peer Consultants: "Good implementation requires strong and sustained technical assistance along with the development of ownership. Assistance helps people to use the innovation more skillfully and increases their sense of ownership, leading to better implementation and increasing the chances of institutionalization" (ASCD, 1989). The Peer Consultant network represents an exciting opportunity to provide extended technical assistance and to study the effectiveness of this approach.

Roles Peer Consultants May Assume

Peer Consultants may adopt any role or combination of roles listed below based on the needs of schools with which they will be working. In each role they will have to establish trust and credibility and work in some cases to legitimize the concept of service-learning.

Presenter/Trainer: Some schools will initially have a low level of awareness of service-learning. There may be little understanding of how this methodology applies to classroom practice. In such cases, the Peer Consultant will need to act as a presenter/trainer. In consultation with the school, he/she will supply an agenda, outcomes, and a training plan. Although a trainer will check the needs/expectations of the group, he/she has control over what will occur during the workshop as well as a sequence or series of activities for the workshop. An effective trainer is knowledgeable about different learning styles, utilizes a variety of interactive activities, and knows how to tap the resources of the participants. (See the section on presentation skills in this manual for more information on this subject. Although there may be exceptions, in the original envisioning of the role of Peer Consultants it was thought that they would be far more likely to do one or two hour awareness presentations than to lead full trainings.)

Consultant: Schools with more experience in service-learning may need consultation and technical assistance to improve an already existing program. In this role, the Peer Consultant has expertise that the client needs. Unlike the training role, here the consultant does not have direct control over the content or subject. The consultant must become clear about the exact needs of the client school. The consultant then helps the client to achieve the goals he/she has identified as important.

Facilitator: Some schools may be committed to service-learning, but not know how to move forward. When Peer Consultants act as facilitators, they use communication and group process skills to assist the school in clarifying and implementing their plan. Rather than supplying all of the answers, facilitators help others to contribute and be actively engaged in areas such as goal setting, sharing classroom experiences and expertise, and problem solving around key issues that are affecting the school or the implementation.

Skills Needed by Peer Consultants

Even though the three roles are distinct, they do require many of the same communication skills. Listed below is a list of skills that will be an asset to a Peer Consultant.

- Active listening (paraphrase, summarize, clarify, make meaning out of what others are saying by picking up both the feelings and the content)
- Effective questioner
- Non verbal sensitivity and observational skills
- Able to establish trust and rapport with individuals and groups with diverse needs and backgrounds
- Problem solving
- Goal setting
- Conflict resolution skills
- Group dynamics and facilitation
- Team building

Peer Consultant as Link to Key Resources

In addition to process skills, the peer consultant should be aware of key videos, curriculum, ideas and other materials or methods that will help further the practice and understanding of the people with whom you are working. You need to have a perspective of resources that exist both within the school as well as resources outside the school, many of which your regional center can provide.

Diagnosing or Analyzing a School Culture

The consultant's initial role in any school is to help diagnose the current state of affairs regarding service-learning (i.e. level of practice, level of support) and the current culture of the school (i.e. its leadership, history, and the attitudes of stakeholders such as parents). When there is a lot of time for consulting, a diagnosis of school culture might involve surveys, interviews and observations. Realistically, you will most likely not have the time to conduct formal, extensive surveys. The importance of building on the unique school culture, however, can not be overemphasized. As Ralph Parish has stated, "without knowledge and information about these territories one enters the mine-field of school improvement without a map."

Listed below are some questions to keep in mind when helping to bring an innovation to a school or school system.

- How do people communicate within this school?
- What are the most recent innovations before service-learning and how successfully are they being implemented?
- What are the categories of resistance to this innovation?
- What are the strengths and weaknesses that you perceive in this school particularly in regard to implementing service-learning?
- What is the relationship between the school and the school district including support for service-learning?
- Who is spearheading this innovation? (ie. the principal, a few teachers, district administrator, or is it a collaborative effort involving most key groups?)
- How many of those affected by the innovation have a clear understanding of what service-learning is?

- How many efforts already happening in this school are a natural tie to service-learning? (ie.thematic or interdisciplinary curriculum, authentic assessment, community-based learning)
- What is the level of community involvement in the school and the general level of support for service-learning?
- What is the nature of the student body and what is your general sense of student climate?
- How does this service-learning innovation tie in with the cultural backgrounds of the youth you will be serving?

Schmuck and Runkel (1985) have developed a list of three key questions to address when introducing any innovation to a system.

1. **Situation:** Where are we now? (This is the diagnosis.)
2. **Target:** Where do we want to be? (Each Peer Consultant is expected to submit a service-learning program plan developed with the school receiving services. The process will help them clarify their plan.)
3. **Proposal:** How can we get there? (Peer Consultants will need to facilitate a process where all role groups can share knowledge and expertise with one another.)

Horsley and Cox (1984) lists a more detailed map of the stages that schools go through in implementing any change effort. We have included it because it reinforces the idea that change is incremental and because it specifies the tasks at each stage.

Adopting

- assessing resources
- assessing current practice
- setting clear goals, objectives, and expectations
- selecting or developing a new practice
- creating awareness

Planning

- assigning roles and responsibilities
- establishing commitment
- developing game plans
- allocating resources
- providing materials
- arranging training

Implementing

- making schedule and organizational changes in schools
- helping teachers plan implementation
- initial training
- problem solving and troubleshooting
- providing follow up training
- monitoring classrooms for use of the program
- evaluating implementation outcomes
- evaluating ultimate outcomes

Institutionalizing

- training new or reassigned staff members
- conducting follow-up and refresher sessions
- incorporating program into curriculum guidelines
- routinely purchasing new materials and supplies
- establishing a budget line item

The Change Process

In organizational change theory, there is an understanding that it takes approximately three years to implement a new idea and seven years to institutionalize it This runs counter to the general nature of school systems. If test scores don't go up the first year, we are ready to get rid of something. We expect immediate results and tend to not understand or value the time and practice required to bring about quality change. Change is not an event, but rather a process. In this section we will examine some important steps in that process and several strategies that can help schools implement service-learning into their classrooms.

- There is no such thing as an the introduction of an innovation without some problems. Change is not a problem-free process.
- People are willing to change when they view the change as beneficial.
- People maintain personal success and sustain effort toward a goal when they perceive personal alignment with that goal.
- People endorse change when new information connects to present knowledge and to personal beliefs.

- People find flexible, creative solutions when they have a clearly stated target they find important.
- Change involves both support and pressure. Without some pressure, people will revert to old patterns.
- A combination of "top-down" with "bottom up " strategies are needed for change to happen and for the development of ownership by all key role groups.
- Leadership is critical for real change to occur. An individual or committee must take responsibility for organizing and managing the change.
- People in the same building will be at different stages in regard to an innovation. It is important to assess the stage of concern for those with whom you are working. (See Figure 1 and Figure 2 for strategies for working with each level)

Figure 1

Stages of Concern: Typical Expressions of Concern about the Innovation

	Stages of Concern	Expressions of Concern
	6 Refocusing	• I have some ideas about something that would work even better
IMPACT	5 Collaboration	• I am concerned about relating what I am doing with what other instructors are doing
	4 Consequence	• How is my use affecting kids?
TASK	3 Management	• I seem to be spending all my time getting material ready
SELF	2 Personal	• How will using it affect me?
	1 Informational	• I would like to know more about it
	0 Awareness	• I am not concerned about it (the innovation)

Source: S.M. Hord, W.L. Rutherford, L.Huling-Austin, and B.E. Hall, *Taking Charge of Change* (Alexandria, VA: Association for Supervision and Curriculum Development, 1987), 31.

Figure 2
Suggestions for Responding to Concerns

Stage 0	**Awareness Concerns** Share enough information to arouse interest, but not so much that it overwhelms.
Stage 1	**Informational Concerns** Use a variety of methods to share information. Communicate with individuals and with large and small groups. Have persons who have used the innovation in other settings talk with your group.
Stage 2	**Personal Concerns** Make sure individuals know that others share their concerns. Provide support and encouragement. Reinforce a sense of personal adequacy. Put individuals in contact with others who have managed the change successfully.
Stage 3	**Management Concerns** Provide help with the small, specific, "how-to" issues that are often the cause of management concerns. Offer assistance with the logistical problems that lead to these concerns.
Stage 4	**Consequence Concerns** Provide individuals with opportunities to visit other settings where the innovation is in use and to share their skills with others. Continue to provide positive feedback and support.
Stage 5	**Collaboration Concerns** Develop opportunities for individuals to use the innovation collaboratively or to discuss applications of the innovation in collaborative settings.
Stage 6	**Refocusing Concerns** Help individuals access the resources they may need to refine their ideas and put them into practice. Respect the interest they may have in "finding a better way." (Hord et al. 1987)

(Adapted from S. Hord et al, *Taking Charge of Change*, Alexandria, VA: Association for Supervision and Curriculum Development, 1987.)

In the participant's manual, *Assisting Change in Education* (1989, ASCD), E. Saxl, M. Miles, and A. Lieberman offer a final important point to keep in mind: "Promoting collaboration in a school improvement project means moving beyond a cooperative stance, in which people agree initially to work together toward the same goals, to a structure in which responsibilities, power, and resources are truly shared" (pg. 104). The fortunate Peer Consultant may enter an already collaborative culture, but this is not the norm. Those less fortunate will need to encourage problem-solving sessions, focus groups and processes that promote shared ownership.

Strategies to Increase Staff Awareness

1. Have students who are participating in service-learning programs or projects present to faculty, school boards, and PTAs.
2. Invite someone from another school district or organization, such as a mentor teacher in service-learning, to speak to your faculty.
3. Show videos and/or visit model programs.
4. Display photographs of students doing service.
5. Have the staff select and participate in a service project (one-time or ongoing.)
6. Provide examples of other programs and resource materials.
7. Offer funding for conferences and workshops.

General Strategies for Gaining Staff Support

1. Investigate, recognize and reinforce what staff are already doing. It may be helpful to do a survey and chart of already existing service and service-learning activities.
2. Take time and care to communicate with and involve all stakeholders early on.
3. Assess and build on the unique school culture.
4. Form an advisory group (parents, teachers, students, agencies, and administrators) that represent many points of view.
5. Build in sufficient planning time at the front end.
6. Start small. Build a foundation of success on which others can follow.
7. Have several teachers pilot a demonstration project at your site.
8. Show how service-learning ties into other programs or initiatives that are already going on at your school.
9. Try to reach the top 20% and the middle section of your staff. Do not focus on the resistant 10-15%. They may never go along with the effort or do so only after they have seen it in practice.
10. Pick a designated teacher-leader/mentor-teacher or someone to support teachers willing to experiment with service-learning.
11. Provide staff development activities–initial training and technical assistance.
12. Organize a study/focus group of interested practitioners around the practice of service-learning.
13. Encourage peer coaching related to service-learning.
14. Give mini-grants to support infusion.
15. Celebrate and reward improvement.

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We use the handout on the previous page in our service-learning workshops. It includes strategies for increasing staff awareness and for gaining staff support based on principles of organizational change and our experience.

Wait! I'm Only Signed Up for 20-25 Hours Per Year

No two Peer Consultant assignments will look the same. In the ideal world, consultants may stay with the same school/system for more than one year. Remember that you are part of an ongoing process (change is not an event). Using many of the tips suggested in this module, try to assess and focus upon the needed next steps for this particular school. Remember that you don't have to do everything yourself!

Your success will result from immediately involving the school staff, connecting the school to other key resources, and creating more long-term ownership within the school. If you ever feel frustrated or overwhelmed by the needs of the school, consult with your regional representative. Each region will schedule follow up meetings for Peer Consultants to share struggles and successes.

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Building Support for School Change

	Building Staff Support	Building Admin. Support	Building Community Support
The Perspective	• Listen and establish an understanding of their view. Be aware of what they see as important.	• Identify what is most important for this individual • Understand how this Admin. views district goals • Listen to the individual's view of positive change	• Listen to the concerns from their unique point of view • Notice how the community views the school
The Human Connection	• Discuss ideas of how we can learn from each other.	• Talk about how this Admin. views meaningful learning	• Discuss how schools can help address their concerns • Discuss collaboration between the school and the community to create new solutions.
Service & Learning	• Integrate information about service-learning and how it can address their needs.	• Integrate information about service-learning and how it can address their needs.	• Identify ways service-learning can use both the school and the community to create a positive, mutually beneficial learning experience.
Integrating School Programs	• Identify where the school is regarding service-learning. • Identify 3 specific actions to implement for service-learning integration.	• Jointly identify where the school is regarding service-learning • Identify additional support the peer consultant can offer • Identify specific actions the Admin. can implement.	• Identify the extent of collaboration possible. • Define the level of willingness to collaborate • Commit both our intentions and possible actions for change

Service-Learning and the Power of Participation: Schools, Communities, and Learning

Robert Shumer

> "It takes a whole village to educate a child"
>
> African Proverb

America is in transition. Institutions are changing from segmented, hierarchical configurations to collaborative, interdependent organizations. The realization that working together enhances human productivity and learning is spreading throughout our businesses and our schools. There is a new appreciation for the workplace and the community as learning environments. Americans are returning to their roots and rediscovering the power of participation and democracy.

Business processes are changing. Past organizational schema, based on factory models and Taylorism, are giving way to quality circles and shared decision-making. In the past, employees were told what to do and when to do it. Today, they are asked to plan and to evaluate processes and procedures. They no longer work mindlessly; rather they think, learn, and participate.

Schools, too, are in transition. They are also moving from a factory model, where teachers told students what to do and when to do it, to a more cooperative environment where students help each other and teachers coach more than lecture. Schools are changing from management dominated institutions to places where parents, teachers, administrators, and students share in decision-making. They are shifting from isolated, uninvolved organizations to institutions integrally connected to the workplace, the community, and the world. Education of the past no longer prepares students for the demands of the future — decision-making, responsibility, application of learning in work and personal contexts, effective group skills, active citizenship, and lifelong learning.

Past Reforms

Suggestions for needed educational reform have been made for some time. Reports from the 1970s condemned the isolation of schools from their communities and the lack of student participation in the educational process (Brown, 1973; Coleman, 1974; Martin, 1974; Gibbons, 1976). Similar claims were made in the 1980s, where lack of active learning led to student passivity and inability to relate classroom learning to life beyond the school (Goodlad, 1984: Boyer, 1983; Carnegie Council, 1989; W.T. Grant Foundation, 1988).

Research on vocational education and school-to-work transition programs called for active participation in community programs. The majority of the studies and reports recommended learning about the world of work through apprenticeships, cooperative education, monitored work experience, and service-learning (National Commission on Secondary Vocational Education, 1984; W.T. Grant Commission, 1988; American Vocational Association, 1990; Hamilton, 1990). To make these programs effective, academic instruction is tied to the community activities, bringing the effort into the mainstream of educational practice.

Recent reports from business emphasize the importance of learning in the community to acquire interpersonal and broad based skills and attitudes. Studies define the skills high school graduates need for entry level work: ability to apply knowledge, teamwork, reasoning, ability to use computers, and a passion for learning (SCANS, 1991). Other studies report on the skills employers want from their new employees: ability to learn how to learn, apply basic skills, communicate effectively with co-workers and supervisors, be adaptable, develop with the job, work effectively in groups, and influence others on the job (Carnevale, Gainer, and Meltzer, 1988). These reports describe the tasks and educational skills necessary for occupational success in the twenty-first century.

Research in the field of cognition recommends learning in real world contexts. Students need to do "cognitive apprenticeships"— where they perform real tasks, apply contextualized practice, and observe others doing the work they are expected to learn (Resnick and Klopfer, 1989). Real tasks involve activities such as calculating the number and cost of meals needed for a homeless shelter, or writing information guides for a local nature center. Doing tasks for people and agencies beyond the school encourages serious effort, the kind that has meaning for others besides the teacher and student. There are consequences imbedded in the activity which impose real challenges to the work. It also places the learning in context so the abstractness of the work is focused and grounded for a particular purpose and for a particular audience. By observing others do similar work, students see how tasks are done prior to executing them on their own.

High dropout rates ("Chronicle of Higher Education", 1991) and dissatisfaction with school among racial and gender groups indicate a need for flexible, more effective school models. Such alienation requires programs which address individual and group needs, which connect young people with adult role models, and which stress alternative learning environments (W.T. Grant Commission, 1988 and 1991; Carnegie Council, 1991; Orr, 1987; Weis, Farrar, and Petrie, 1989; American Association of University Women, 1992). Schools need to do a better job of integrating social, cultural, and human differences into the educational process. This cannot effectively be done without active involvement of the community.

Service-Learning: Connecting Schools with Communities

Several reforms have been proposed which involve the community in the educational process. Of those currently being implemented to change the education system, service-learning has perhaps the greatest potential to deliver outcomes necessary for the next century. Called the "sleeping giant of educational reform" (Nathan and Kielsmeier, 1990), service-learning is more than a program, it is also a philosophy. Service-learning not only assumes that students are connected with their communities to learn from experience, but that their learning also benefits others (Honnet, Giles, and Migliore, 1991). Such activities contribute to academic learning and instill a sense of civic and social responsibility in those who provide service.

Research has demonstrated that service-learning has great potential for delivering important educational outcomes. Students involved in such programs demonstrate significant improvement in areas of intellectual, social, and psychological development (Conrad and Hedin, 1981; Hamilton, 1988; Bucknam and Brand, 1983). Students develop good self esteem, favorable attitudes towards others, and effective skills in dealing with others (Conrad and Hedin, 1981; Luchs, 1981; Newmann and Rutter, 1989). Students learn the most from service experiences where reflective sessions are included in the educational process (Conrad and Hedin, 1981; Moore, 1981, Newmann and Rutter, 1989).

Service connected to vocational education improves its effectiveness, too. Programs which include "tangible service, e.g. child care, food preparation, tutoring, health care, residential repair are among the best observed anywhere in the country (Silberman, 1986)." Student motivation is enhanced, as is the ability to connect academic subjects with community activities.

Samples of Service-Learning

Service-learning takes many forms in schools (Conrad and Hedin, 1987; Cairn and Kielsmeier, 1991). In its simplest application, the service experience can be an assignment in a class. For instance, K-2 students can go on field trips to community agencies with "buddies" from upper grades or junior highs, and then do language experience activities. The K-2 students tell their stories, the upper graders write them on paper, the K-2 students do the pictures, and together, they produce books for their own library. These books become the reading materials for the K-2 classrooms.

At another level, service-learning can follow a theme. Learning about senior citizens can occur as a year long project. For example, K-6 students can adopt "grandparents" from the community and write them letters, visit them periodically, and get assistance on school work. Upper graders can also do oral histories with the "grandparent", help the "grandparent" with their personal budgets, and write letters for them. In each instance, children expand their knowledge of senior citizens, and at the same time, perform learning tasks as a normal part of language arts, social studies, and math.

Moving to yet another, more involved level, students combine several courses with their service activity. Students in one community actually work with governmental agencies to monitor the pollution in a local river. They do much of their science program based on issues of ecology, do much of the English curriculum by writing papers and reports related to the study, do art projects around the river theme, and even do social studies based on the history of the river and the region. In this case, the service activity becomes the focus of much of the learning.

In the most comprehensive settings, students participate in programs where all their academic learning is in some way related to community activities. They learn foreign languages by serving as translators for non-English speaking members of the community. They do science projects with local zoos, animal shelters, and nature centers. They produce publicity for various community agencies and surveys which analyze the effectiveness of programs. They work with local political representatives to study government in practice, as well as engage businesses and community agencies in the implementation of various programs and policies. Apprenticeships are also done in public and private businesses.

In all cases, teachers use their expertise of subject matter and classroom learning to connect curricular requirements of the school with the learning demands and opportunities of the service experience. They build upon their personal knowledge base to expand the classroom into the community. Teachers monitor and evaluate the educational process and award academic credit based on what is learned.

Implementing Service Learning

Implementing educational reform takes the efforts of all members of the community (Sarason, 1991). Each has a special responsibility for creating a supportive atmosphere and for developing specific components.

What national and state policy makers can do:

- create an environment to promote service-learning by developing supportive policies
- engage state and national organizations in the development of service-leaning
- encourage teacher training and staff development institutions and organizations to include service-learning in courses and programs
- encourage and support research and evaluation of educational reform as it relates to service-learning

What state education agencies can do (Council of Chief State School Officers 1989):

- assign staff to coordinate state service-learning activities and to provide technical assistance and networking services to school districts
- provide grants as incentives to local program development
- provide in-service training and staff development to assist schools implement curricular reform which supports service-learning

- promote the integration of service-learning into core academic curricula throughout the state
- assist local districts in evaluating service-learning programs
- examine how service-learning can help achieve the goals of state and local programs such as those supported through Drug Free Schools and Communities Act Dropout Prevention funds

What school boards can do:

- endorse service-learning as a mainstream educational process
- provide liability coverage and transportation for students
- promote collaboration between school district, local businesses, community agencies, and local colleges
- provide staff development programs for teachers and community members
- provide additional classroom support either through budget allocations or recruitment of volunteers from local colleges/community members

What school administrators can do:

- encourage and support team teaching and interdisciplinary instructional methods
- provide for flexible scheduling of classes
- recognize and support teachers who implement service-learning
- establish school/university partnerships with teacher preparation programs to incorporate service-learning into student teaching
- grant teachers release time to attend service-learning staff development programs
- assist in the recruitment of parent and community volunteers for the classroom and assist teachers in service related activities

What businesses and community agencies can do:

- endorse the concept of working collaboratively with students for educational purposes
- promote connections with schools through professional organizations
- assign staff to be liaisons with schools and to help with organization of activities
- direct staff to assist students with educational projects

What community members can do:

- encourage community organizations to get involved with schools for service-learning activities
- develop community liaisons in community organizations to plan and implement service-learning activities
- volunteer to assist with school/community collaborations either in schools or in community activities

What teachers can do:

- participate in staff development programs which support service-learning
- develop curriculum to support service involvement in the community
- develop programs which assist community sponsors to understand the academic agenda of the schools
- assist in recruitment of volunteers for the classroom

Conclusion

There is much to be done to prepare our institutions and our youth for the next century. One important activity is connecting schools and communities for the purpose of learning and service. Service-learning provides the opportunity for students to participate, along with members of their community, in the solution of community problems, in the application of knowledge in situations beyond the classroom, and in the development of responsible citizenship. Such participation will make a world of difference in the quality of students we produce and in the quality of communities within which we reside.

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A Multicultural Perspective on Service-Learning

This module is IN PROGRESS and will be mailed to you at a later date.

Culture and Context in Service-Learning Education: A Native American Perspective

McClellan Hall & John Guffey

> "In the beginning there were the Instructions. We were to have compassion for one another, to live and work together, to depend on each other for support. We were told we were all related and interconnected to each other."
>
> Vickie Downey (Tesuque Pueblo)
> In: *Wisdom's Daughters*
> Harper, Collins 1993

Introduction

Peer consultants will need to be knowledgeable of the role of culture as it relates to service-learning. Most cultures have a history with and a way of looking at service. The piece that follows provides an example of how service-learning offers a direct link to the educational methods that have always been a part of the Native American tradition. We encourage peer consultants to investigate and make use of the traditions of the cultural groups with whom you will be working.

Service-learning provides a foundation for education within a framework of native American cultural values. More precisely, service-learning is an educational method that is rooted in the traditions and context of the indigenous community, where it can best meet the educational needs and expectations of tribal Americans.

An Iroquois prophecy tells us that the youth of today, especially those born in the last 15-20 years, are the old leaders returning. With this knowledge in mind, we are actively working to prepare for this return by revisiting the best educational ideas that indigenous cultures have to offer. One prevailing idea is that all people have a responsibility to give something of themselves back for the welfare of present and future generations. At the heart of this teaching is the individual's enduring relationship to a larger whole. People learn, develop and grow through their ties with life-sustaining environments and histories. Counter to this understanding are ideas and practices that set human experience apart from that of other life forms and from the natural world. Systems of belief, education and economic development that establish separate worlds for "higher" and "lower" beings, for humans and the rest of nature, must be seen as grossly narrow minded and culturally impoverishing.

In preparing for the return of our ancestors minds and hearts must be opened to the earth's sustaining power for all life. This power is present to all through a primary connection: the community1. This connection is a gift of lasting importance but before it can be given the teachers/elders must know how to offer it, and the students/elders-to-be must be prepared to accept it. Service-learning in native communities facilitates this gift exchange.

On Educating our Children

Native communities and children have been subjected to an imposed educational system since the beginning of a formal schooling process more than 200 years ago. It began with the mission schools that were established on reservations to "Christianize" Indian children. When the U. S. government assumed responsibility for Indian education during the early part of the twentieth century, federal boarding schools were established.These schools have a long history of abuse and neglect of native American people. In the beginning they were generally converted military bases and had a strict and regimented style of administration.Young children were not allowed to speak their native language or practice their cultural values. Children were brought to boarding schools over distances that at times took them hundreds of miles away from family and community. Once there, they were given haircuts and punished if caught speaking their tribal language - all in the name of civilizing the Indian child.

There is little doubt that the treatment of native people by the dominant society is a dark and often forgotten chapter in American history. Even so, real changes in education did not occur until relatively recently. American Indian parents had little input into their children's education until the passage of the Indian Self-Determination Act (Public Law 93 638) of 1973. This legislation was passed in response to a national study commissioned by the U. S. Senate proclaiming education for American Indian youth a national tragedy.

Education for the majority of native youth still lacks success. The prevailing model of schooling in this country continues to distance the learner from his or her indigenous context: those structures and processes associated with the linguistic, cultural, and biological survival of particular groups of people living within specific ecological systems. As a result of American schooling, native American students have been denied the opportunity to fully engage or develop for themselves the cultural wisdom or knowledge of their home communities. Historically, the pattern of American schooling has been to take the native American student, among others, out of his or her cultural context and place him or her in a classroom where instruction in an entirely different language and way of life begins to occur. Schooling, in this case, is an instrument used to diminish or even erase the importance of native culture. Consequently, it is no wonder that of all groups in the country, native children have the highest rates of absenteeism, truancy, and dropout.

The elements and conditions which lead to the basic differentiating patterns of human relations and cultures are important in education for their ecological specificity and variability across time and space. People learn different ways according to the interactions they experience within specific contexts or communities. By placing indigenous contexts at the center of learning we make clear the importance of relating education and schooling to each person's and each community's orientation to land, history and traditional values.

At the same time, culture is not a set of particular ideas or artifacts but exists in the context of a larger whole. Culture is established in the tribe or society through relationships. Thus interrelationship is a key factor in understanding the role of learning in indigenous communities Therefore service-learning is offered as an educational approach that emphasizes the relational and practical aspect of cultural acquisition in the indigenous context.

Recent studies on the Navajo reservation confirm that Indian students who are well grounded in their native traditions are more likely to do well in school and go on to higher education. Tribal elders and other community leaders stress the importance of incorporating native culture, language, and traditions into the curriculum. These are the elements that have been neglected in American education.

The Role of Service-Learning in Native American Education

1. Traditional strengths and cultural values still exist and can form the basis for significant educational change,
2. Tribal ways of learning are recognized as being rooted in the context of the community,
3. Indigenous people have concepts and customs for what is now being called "service-learning" which are understood and practiced in many communities,
4. Native American students, like all children and adults, need positive, meaningful learning experiences.

Native leaders are taught to be servants of the people and today this service must include utilizing the "best of both worlds" to help educate and prepare young people. Efforts to operationalize this principle lead into work with schools and teachers in native communities In the context of each community the focus is then placed on providing positive involvement for youth and opportunities to develop the skills that will help them become leaders in their own right.

Expected Learner Outcomes for Peer Consultants Working in Native Communities

1. Become familiar with the connection between service-learning and Native American ways of knowing.
   - The native world is a social setting wherein everything is related.
   - Native knowledge of the natural world is based on relationships and mutual respect, or interdependence.
   - Native religious traditions are based on physical and spiritual relationships and the world is unified through respect for and knowledge of these relationships.
   - The native world has two basic experiential dimensions for making sense of our existence:
     -place
     -spiritual power or life force
   - The teachings of the tribes (lore, wisdom, values) present an understanding of reality that cannot be fit inside of western science and its structure of knowledge.

- The world of nature-culture is whole and one part is not more important, or more essential, than another. All the parts interact within a complete system which is more than the sum of the parts and which cannot be reduced to any individual element.
- Service-learning, like native knowledge and spirituality, is based upon direct, interpersonal relationships and the development of unity/community in the context of particular places. Also both call upon the recognition of interdependent relationships at work among individuals who must be open to the possibility of mutual respect for all participants: teachers, students, parents, other community members, and the particular setting or environment.

2. Understand the significance of indigenous context in service learning education

Indigenous context: the cultural and ecological structures and processes associated with particular places.

In service-learning education

- learners must have a balance of learning opportunities, including those that allow them to participate actively, critically, and knowingly in an intergenerational setting.
- learners are brought into direct contact with the sociocultural and ecological patterns present in their community.
- the cultural/ecological environment can help to develop a sense of locus of control for the learner

3. Recognize the interrelationship of service-learning, culture and language in education.

Culture and language: interpersonal communication and sharing of concepts and skills through a process of direct interaction and exchange.

- are lifelong processes.
- Service-learning, like culture and language requires participatory learning and direct interaction within the learner's own community.

4. Understand how service-learning is a method of educational self-determination in a multicultural society

Educational self-determination: the definition, valuing and sustenance of one's cultural identity through a holistic, process-oriented approach to learning.

Service-learning:

- empowers students to learn in and through their indigenous context
- is process-oriented
- encourages interdisciplinary, holistic, experiential, education
- helps develop a critical awareness of place, function and probable outcomes of diverse learning strategies
- brings natural and cultural elements into the curriculum, and helps reinforce the value of these elements in education
- honors, nurtures and celebrates the acquisition of culture
- provides the learner with experiences that are relational, interactive and transformative
- supports tribal self-determination by focusing on local needs in curriculum development
- encourages learner control and responsibility and thus helps create complex patterns of relationship within diverse socio-cultural and ecological contexts

Critical Points of Emphasis

1. The native American world is unified through physical and spiritual relationships.
2. The indigenous context or community is the primary learning environment. Fit the school into this context, not vice-versa.
3. Service-learning is holistic and process-oriented and supports student interaction with and acquisition of native traditions, values and languages.
4. Native American students must be empowered to achieve according to the culture-ecology of their tribal context in order to assure self-determination in a multicultural society.

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[1] The sense of community referred to here is holistic and might best be described as a biotic community.

Service-Learning with Students with Disabilities

Maryland Student Service Alliance

Introduction

Students with disabilities are recipients of many special education and related services. Consequently, they are perceived as persons in need of assistance and are seldom seen as people capable of giving assistance and making positive changes in the community. Service-learning provides an avenue through which students can improve their self-images and interact in their community with dignity.

Engaging students with disabilities in service-learning projects is one of the most positive things you can do for them during the course of their education. Throughout their lives, children who are "different", who have "special needs", are usually the recipients of service from others. A lot of times, this is just fine. After all, everyone needs help now and then. But depending on the spirit in which this service to them is performed and on the amount of input they, the recipients, may have into shaping the service they receive, it may not be a positive experience. Particularly if the help always comes from peers and always goes only in one direction. They may grow to feel more like victims of service than beneficiaries. They may feel that they have nothing to contribute to others; after all, the helping only goes one way.

Getting them involved in service-learning is one way to turn the tables—to empower them to have an active role in the school and community, and to give them the experience of being the helpee rather than always the helper.

And service is an essential part of being a good citizen. As people with disabilities speak out to demand their rights, which are long overdue,

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This is an excerpt from the *Special Education Service-Learning Guide* written by the Maryland Student Service Alliance. Used with permission.

The entire Guide is available for $25 from the Maryland Student Service Alliance, 200 W. Baltimore St., Baltimore, MD 21201 (410-767-0358) they can strengthen their case by making a contribution to their communities by helping others. They can take on the responsibilities of citizenship.

Even with the inclusion efforts happening in schools all across the country, isolation from non-disabled peers and from the community at large is an ongoing problem for young people with disabilities. By planning activities that include non-disabled peers, service providers, and members of the community, students with disabilities are more fully integrated into their community.

How does it benefit students?

Students can benefit personally, socially, and intellectually from preparing for, performing, and reflecting on service. On a personal level, serving can raise students' self-esteem, help them overcome fears about being in the community, help them learn and practice appropriate social skills, help them be more resourceful about solving problems, expose them to job-related skills, identify their strengths, talents, and interests, and make better use of their leisure time.

Socially, serving in the community helps students see themselves as role models, raises awareness of the needs of others, gives students another perspective on their own abilities and limitations, and promotes better interpersonal and communication skills.

Intellectually, performing service helps students learn material in class, expands their knowledge base, and gives them added incentive to achieve academic goals. By giving students a real world application to what they learn in class, retention of knowledge increases.

Performing service also makes a difference in how they are perceived by the rest of the school and by the community at large. They are seen as capable, contributing members of society.

Service-learning can also help drive the process of inclusion. As others in the school observe the contributions made by the students with disabilities, they grow to respect the unique capabilities of the group. Rather than seeing the students as a drain on resources, others come to see them as an asset to the school.

It also provides a much needed focus for integrated activities. Often groups of students with and without disabilities are brought together under the umbrella of "special friends" or "circle of friends" groups. The purpose of these groups is to integrate the students with disabilities into their peer groups. A much more natural approach is to bring the students together for the purpose of performing a service project. In this way, they work together as a team, as peers. The focus is on working together to achieve a goal, rather than on being together to provide "buddies" to the students with disabilities.

How should I select projects?

To make service-learning a positive learning experience, it is important to program for the strengths of your students and adapt for their weaknesses. This is not to say that you can't involve a student in a project that will help ameliorate a skill deficit-just make sure you're building on his/her strengths. For kids who traditionally have little success in the academic arena, this is a valuable chance to shine in school.

Try to match your students' strengths to the projects. Some strengths are better for some projects than others. For example, a student with difficulty in writing and auditory processing will likely become very frustrated if asked to write letters from dictation for a frail senior citizen. But that same student might love to tell stories and conduct bingo games with the nursing home residents.

Service projects for students with disabilities are in spirit the same as projects designed for students without disabilities. Students work together, accomplish goals, assist in making positive changes—all within the structure of preparation, action, and reflection.

What have students with disabilities done?

There is an unlimited number of possible projects to do with students who have disabilities. Here are a few Maryland examples.

Students with moderate intellectual limitations and severe to profound physical disabilities

> When the Outreach students (a class of students with moderate intellectual limitations, some of whom had severe and profound physical or sensory disabilities) arrived at Cockeysville Middle School in September 1993, they immediately spotted the courtyard which was overgrown and dull. With permission from the administration, the students (under the guidance of teacher Pat Barget and instructional aide Cathy Koslowski) began to prepare for sprucing up the courtyard. The students composed a short letter requesting some bulbs, mums and a dogwood tree from a local nursery. One of the students typed it on the computer and everyone signed it. Within a couple of days, they got their supplies and began to work in the courtyard.

Once they got involved, other teachers wanted to join them. The art teachers made Halloween decorations (haunted house painted on wood, and stuffed scarecrows) with the Outreach students and other seventh graders. They want to make seasonal items to display and decorate the courtyard all year long. The shop teacher is helping the students make a bird house.

One of the students is non-verbal and uses sign language so Pat and Cathy used this experience to increase her expressive and receptive language skills. Another student is in a wheelchair and they found that she couldn't participate in planting flowers because she couldn't reach the ground. Their next project will be to build wheelchair-accessible planters.

This project has been a great public relations activity for the Outreach program. It has increased the students' visibility within the school and provided a vehicle for interdisciplinary activities.

Students with learning disabilities, emotional disturbance or mild intellectual limitations

Ginny Cunningham's 7th and 8th grade science students at Chesapeake Bay Middle needed some motivation and something to help them feel important. She, with the help of Jill McCutchen, planned a project that brought their studies in health and nutrition to life.

Once a month, the students prepared casseroles to donate to Our Daily Bread, a large soup kitchen in Baltimore. They took their casseroles to the soup kitchen and spent about 2 hours each month preparing sandwiches and setting up the lunch room. Because of the age restrictions of the soup kitchen, they were not allowed to serve lunch to the hungry people who lined up for a meal each day. They also brought seasonal artwork to brighten the walls of the place.

The students prepared by learning about service, about poverty, and about nutritional needs of the human body. The director of the soup kitchen came to talk to them about poverty. They reflected through discussion about their experiences.

The students loved the experience. They told their teacher it made them feel good to help, they learned a lot about people in poverty, they enjoyed the "field trip" each month, and it helped bring them closer as a class.

Students with moderate to profound intellectual and physical limitations

Arlene Dorsey's students at the William S. Baer School were involved in an indirect service project—making craft items and decorations for a nursing home. The students did the shopping for the materials, constructed them, and small groups delivered the items to the home. On one of their shopping trips for materials, they went to a local mall. Several of the students used wheelchairs, and were again frustrated about having to go to a special door, wait for a maintenance worker, and be led through the mall to the freight elevator in order to get to the stores.

As they began talking about their frustration, they realized that they were not the only ones inconvenienced; there were many people with disabilities, elderly people, and people with children in strollers and carriages who could not manage the stairs either. They decided to do something about it.

The class labored over letters to the management of the mall and arranged a meeting to voice their concerns. They were persistent and insistent! Not only did they want an elevator—they wanted a glass elevator so that they would not become victims of crime while inside the elevator.

After a few months, their persistence paid off. The mall installed an elevator—a glass one. The students continue their watchdog advocacy project-their next project is getting the mall management to install automatic doors at the mall entrances.

Students with and without disabilities serving together

At Harper's Choice Middle School, students with severe disabilities were taught in separate classrooms. David Patterson, a special education teacher, decided to use service to try to break down the barriers between regular and special education students. Working with the 7th grade science teacher, he developed a year long series of environmental service projects linked to the science curriculum. Students performed the projects in teams in which the special education students were included.

The students planted marsh grass along the shore of the Chesapeake Bay to stop erosion, painted storm drains with the message "Don't Dump", monitored a local stream, and planted trees on campus. They prepared in their science classes and reflected through Think-Pair-Share activities and journals. The special education students used graphic organizers to compile reflection ideas.

What does this have to do with functional skills?

Service-learning projects often involve life skills: communicating, writing, moving around, learning about work, caring for others, preparing items (food, crafts, etc). It is easy and natural to take a learning experience out of the simulation mode and have students learn and practice skills in an arena where it is of real benefit to someone else. What better way to motivate a child than to have someone really counting on them to master a skill? They can learn and practice skills in authentic, natural situations.

For example, students needing to strengthen basic math skills could help senior citizens balance their checkbooks. Students working on sorting skills could sort different kinds of food at a food pantry. Students working on expressing their opinions in writing could write letters of advocacy.

In the course of projects, you can structure opportunities for students to learn to depend on natural supports. For example, at a nursing home, students can learn to follow directions and ask for clarification from the activity director, rather than looking only to the teacher for guidance. Likewise, in team or group projects, students can learn to depend on classmates for assistance. Team members can help remind each other of tasks that need to be completed.

What about partial participation?

In a class of students with moderate to profound mental and physical limitations, completing a project for a local nursing home depends on the successful involvement of every student; yet no student is capable of completing all the steps individually. The students are putting together attractive small packets of birdseed. They will later take them to the nursing home and, together with the elderly residents, feed the birds. One student scoops the birdseed; another with more limited fine motor skills holds the bag. Yet another attaches ribbon, another one counts the filled bags, another puts the bags into the box.

A group of students with severe mental and physical disabilities and high school peers without disabilities wanted to educate the rest of the school about the capabilities of people with disabilities. The students with disabilities were not capable of conducting class sessions, responding to random questions, etc. The students without disabilities were not capable of deciding what kids with disabilities thought others should know about them. The group of students coordinated taking pictures of the students with disabilities and choosing which pictures to use. The students with disabilities dictated to their non-disabled peers what they thought people should know about disabilities. The non-disabled students conducted the classroom awareness sessions and answered questions.

In a class of students with learning disabilities and emotional disturbance, several students did not have adequate reading skills to tutor younger children in academic subjects. But some of them were whizzes at organizing materials. These students were tapped to help others organize their notebooks and sort through which work needed to be done first. Other students were helpful by making materials (flash cards, etc.) for tutors to use.

In all these projects, students were involved in service through partial participation. No one could do everything, yet all were needed to complete the project. It's important not to limit the possibilities of the projects you and your students can do even if students can only do parts of them.

This could be an opportunity to teach larger skills slowly; students each perfect one part of a skill to complete a project, and then switch roles with each other.

You can also use partial participation in service projects to help drive inclusion. Your students could pair up with a class of students without disabilities who have complementary skills.

Being open to partial participation may help students who need projects brought to them. One teacher was concerned about taking her class of students with severe emotional disabilities into the community; she wanted to involve them in service but felt they couldn't handle the change in environment. She didn't want to take her students to the soup kitchen to serve food, but they could still cook and send a meal. A few of them were put on a behavior modification program with the reward being that they were allowed to represent the class in a visit to the soup kitchen.

Partial participation also helps you involve the most limited students; by pairing up or breaking up tasks into small parts, you can involve students who may need one-on-one or hand-over-hand assistance.

How can I adapt projects for my students?

There are several kinds of adaptations you may want to make to a project to involve students with various disabilities. You can change the difficulty level of the task, or the goals for a particular student, or the method of teaching you use.

More specifically, there are particular kinds of adaptations you can make:

> **Material adaptations** involve modifying the equipment or materials used in an activity so students with disabilities can participate. Examples include providing handouts in large print or Braille for people with visual impairments, placing a rubber grip around markers so a person who has problems with fine motor movement can grasp better, or tossing bean bags instead of balls for students who cannot close their hands.
>
> **Procedural and rule adaptations** require modifying or simplifying rules to facilitate participation in an activity. Rules might be altered to teach a game, and then later shaped to conform to the original set of rules. If an activity requires students to write or draw ideas and share them with the group, you could make sure the contents of these materials are clearly read out loud to the group. This is important for students with visual impairments or students who can't read. Another adaptation is allowing participants to take breaks (or having alternate activities); this is important for students with short attention spans.
>
> **Skill sequence adaptations** entail breaking the activity down into its smaller steps through task analysis and either teaching the activity by chaining together these steps one by one, or rearranging the steps in a different order which eliminate certain difficulties.
>
> **Activity adaptations** involve creating a simplified version of an activity that allows practice in some component skill of an activity. For example, in a brainstorming activity, students who are non-verbal, who cannot write, or who have difficulty processing information quickly could cut out pictures of the group's ideas from magazines and paste those pictures next to the items listed on the paper.

(The above adaptation information is from *Youth Leadership Training Curriculum*, Project PIE, the Arc of Northern Virginia, 1993)

You may need to modify projects to address social or behavioral issues. You may want to add extra preparation in behavior for some students. It is often helpful to discuss and/or roleplay appropriate social behaviors in community settings such as the library, grocery store, nursing home, etc. It might be necessary for some students to continue their behavior modification programs during the service project. The reflection process described in this guide provides an opportunity to provide ongoing feedback and instruction in social and behavioral skills.

Teachers should take special care to prepare for potential problems which could arise during service projects. Since school health services will probably not be available on site, matters such as arranging for students' medication or other care should be preplanned carefully. For students with special personal care needs, it is helpful to instruct students in the use of cafeteria, toilet, or other facilities at the community service site prior to beginning the projects. Accommodation should be made for students who use assistive aids for personal care, communication, or mobility to enable them to participate fully in the community.

How can I incorporate technology?

Service-learning projects provide many opportunities to teach and enhance high and low technology skills. Students can use computers to write letters, equipment in the printshop to create posters, tutor others via the computer, make copies with the xerox machine, use the telephone to make community contacts, use communication boards specific to their projects, and record their achievements with cameras, video recorders, and tape recorders.

Some students will benefit from the use of assistive technology (such as electronic communication devices, mechanical grabbers, etc.) to help them perform service-learning projects. Consult with your student's physical, occupational, or speech therapist to figure out how to use assistive technology to enable or enhance participation in service.

Is there a link with inclusion?

You can use service-learning to further inclusion in your school. Engage students with and without disabilities in projects together. You may want to plan a project with another teacher right from the start. Another approach is reverse inclusion— start a project with your students, and then when they are comfortable with it, include students without disabilities as fellow participants. In this way, your students become the leaders. You can create a program that is so attractive that others want to be involved with you and your students.

One teacher did this in the following way:

> "The goal of the peer tutoring program was to build a "smart is good" image and create positive role models at the school who are special education students.
>
> "Eighth grade special education students tutored sixth and seventh grade special education students in math and reading skills. The tutors helped students to organize notebooks, prepare folder

lessons, and teach work recognition, math, and spelling lessons. Tutors developed lessons which could be completed without writing.

"Tutors and tutees gained a great deal from the experience. The program got a lot of recognition in school and in the community. Tutors' and tutees' grades increased.

"General education students applied to become part of this elite group. When they were accepted, they were paired with a current tutor and mentored through the process of learning to be a tutor. The original tutors also evaluated the new tutors. This was a tremendous boost in self-esteem for the special education students—to be the experts for a change."

Tips on different kinds of disabilities

The projects you take on are more limited by creativity and energy than by your students' disabilities. Almost any project can be adapted for almost any group of students.

To get you started, however, listed below are some of the projects frequently taken on by students with particular disabilities. These should not limit you—they are intended to provide nothing more than a starting place. The third column contains tips from teachers who have completed these projects with their students.

Disability	Sample Projects	Tips
Mental retardation	•Beautify school •Serve at a soup kitchen •Sort food at food bank •Visit nursing homes	-Check accessibility -Plan for short block of time -Hands on
Learning disability	•Peer mediation •Reading buddies •Tutoring peers	-Directions in multiple formats –Less emphasis on written work -Hands on -Well-structured; clear task declination
Severe emotional disability	•Serve at soup kitchen •Assemble MADD ribbons •Peer tutoring	-Well-structured -Small groups -Lots of student decision-making -Individualized projects -Use of service as reward
Physical disability	•Assembly of items •Packaging •Entertaining •Other projects in accessible settings	-Accessibility -Lavatories -Workspace -Adapt equipment -Bring project to kids -Consider partial participation
Attention deficit with hyperactivity	•Tutoring -organize notebooks -develop skills -review skills	-Short, well-structured -Pair with other student (peer buddies) -Have breaks with alternate activity planned -Change tasks frequently -Review ahead of time
Blind	•Assembly •Create books on tape •Entertain	-Pair with buddy -Watch for obstructions -May need to provide material on Braille -May need to provide Brailler
Deaf	•Peer tutoring •Entertain •Deaf awareness or advocacy	-Pair with buddy -Safety provisions–emergency signals with directions

Service-Learning: An Educational Process for Teaching and Learning

Carol Kinsley

Since the early 1980s, many educational and political leaders have begun to advocate that our young people become involved in their communities, not just so they can understand their rights as citizens, but so they can also have the positive - and self-reinforcing - experience of meeting their responsibilities.

This instinct is grounded in cultural heritage, common sense, and sound educational theory. It emanates from our indigenous cultural roots, as well as from great teachers such as Aristotle. In our own century, John Dewey, and, more recently, Ralph Tyler and Hilda Taba have reminded us that students who actually do things, who engage in activities related to school subjects, learn -

- more efficiently,
- more effectively, and
- remember what they have learned much longer than students who don't engage in such activities.

According to Dewey, "the mind is not individual but social, and that learning is a by-product of social activities." For Tyler and Taba, the point was simply that "learning occurs through the active behavior of the student. It is what [the student] learns, not what the teacher does." Those principles have been borne out by study after study, and in the work of such widely respected - and diverse - educators as Jean Piaget, James Coleman, David Kolb, and others.

Here is a vision for service-learning: Service-learning is an educational process that involves students in service experiences with several anchors:

1. Their service experience is directly related to academic and content matter.

Content summarized from: Kinsley, Carol W. (November 4, 1994). "What is Community Service Learning?" *Vital Speeches.* Vol. LXI, No. 2, p. 40. Speech delivered at a Michigan Service-Learning Conference, May 4, 1994, sponsored by the National Society for Experiential Education.

Expanded thoughts and suggestions contributed by Mac Hall, John Guffey, and Kathy Yeates at Peer Consultant Initiative Meeting on January 6 & 7, 1995, in St. Paul, MN.

2. It involves them in making positive contributions to individuals and community.
3. It provides them with an active way to gain the meaning of civics and citizenship.
4. It extends learning beyond the classroom walls and brings relevance and meaning to students' education.
5. Service-learning requires students to reflect on what they are doing - on what happens, on what that means, and on its importance. Reflection makes service-learning educationally distinctive and pedagogically rich.

Service-learning takes place in many ways and supports all content and program areas in schools. Examples include:

- In Tumwater, Washington, students apply their knowledge gained in civics class by helping new immigrants pass their citizenship class.
- In Springfield, Massachusetts, fifth grade students meet with their senior citizen "team leaders" on a biweekly basis, teaching the seniors about computers, sharing their writing, reading out loud, learning about substance abuse, or crafting art projects together.
- Students in Zuni Pueblo work with tribal elders to repair outdoor adobe bread ovens. Language and traditional culture are shared when the generations come together.
- In Placer County (CA) Court, students assisting the county's legal system develop an understanding of various aspects related to establishing and enforcing laws. They also participate in mock trials coached by local lawyers, judges, and jury members. Students who have had a negative experience with the law gain a positive understanding of police departments, law offices, and court professions. These experiences strengthen "school-to-work" opportunities, language arts, research, communications skills, and government classes.
- Students in Los Angeles partner with professional animators to produce public service announcements and training films for schools and nonprofit organizations as part of their art and communication classes.
- Special education and regular students work together to restore watersheds throughout California to save natural resources and to strengthen math, science, and writing skills.

Why should we involve our students in service-learning? One reason is that they get a better education - they learn better, more broadly, and more deeply than in the classroom alone. Another reason is that it changes them as human beings. As students learn to care for others, they learn to care for themselves. They also become more compassionate and view themselves and their world in a different way.

For example, a seventh grade student in Springfield, MA completed an environmental research project and then, along with his classmates, persuaded the School Committee to purchase paper products instead of styrofoam. This student remarked, "If I can do this as a seventh grade student, I can do anything, anytime in my life."

Other reasons suggest that when using the service-learning process, teachers become coaches and students become actively engaged in their education. In essence, service-learning provides teachers with a way to help students construct their own learning environments and helps them navigate their way through content areas.

Service-learning is a critical part of the whole school reform picture. It is not the only answer. It is, however, a process that does several things at the same time, all of which are crucial to school reform:

- Instead of competing with the standard curriculum, service-learning supports and deepens it for all students. No group gets singled out. Any student can benefit from service-learning.
- Service-learning revitalizes learning for the student and teacher alike.
- Service provides a tailor-made point of convergence for school-community partnerships, which are among the most productive strategies for school renewal.
- Service-learning is deeply rooted in a sound understanding of education.
- Service-learning affects the school culture because it changes the belief system of the people in a school as students, faculty, parents, and community partners work together towards a common goal building a sense of cooperation and bringing an integrated approach to learning.
- Service-learning helps students understand not just that they live in neighborhoods and communities, but that they are connected to them and what that means.

Service-learning is a way for students to both complement and implement their learning. They learn in an environment where they are making a positive difference in someone else's life, or meeting someone else's need, or meeting some need of the community as a whole.

What is Service-Learning?

Service-learning is a method by which young people learn and develop through active participation in thoughtfully organized service experiences...

- that meet community needs;
- that are coordinated in collaboration with the school and community;
- that are integrated into each young person's academic curriculum;
- that provide structured time for a young person to think, talk, and write about what he/she did and saw during the actual service activity;
- that provide young people with opportunities to use newly acquired academic skills and knowledge in real life situations in their own communities;
- that enhance what is taught in the school by extending student learning beyond the classroom;
- that help to foster the development of a sense of caring for others.

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Community Service

Community Service-Learning

The transition from community service to community service-learning occurs when..."There is a deliberate connection made between service and learning opportunities which are then accompanied by conscious and thoughtfully-designed occasions for reflecting on the service experience.

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What Are Principles of Good Practice for Combining Service and Learning?

A small advisory group met at the Johnson Foundation's Wingspread Conference Center in 1989 to compose the preamble and language of the following Ten Principles of Good Practice. These principles reflect the thinking of more than 70 organizations involved in this type of work.

An Effective Program:

1. Engages people in responsible and challenging actions for the common good.
2. Provides structured opportunities for people to reflect critically on their service experience.
3. Articulates clear service and learning goals for everyone involved.
4. Allows for those with needs to define those needs.
5. Clarifies the responsibilities of each person and organization.
6. Matches service providers and service needs through a process that recognizes changing circumstances.
7. Expects genuine, active, and sustained organizational commitment.
8. Includes training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.
9. Insures that the time commitment for service and learning is flexible, appropriate, and in the best interest of all involved.
10. An effective program is committed to program participation by and with diverse populations.

Note: We would add that an effective program includes youth voice and ownership in the service endeavor.

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What Are the National Goals of America 2000?

Of the six goals set for America by the year 2000, Goal 3 (described below) relates directly to community service-learning. When building a rationale, practitioners can cite this connection to administrators, parents, and other community members.

Goal 3: Student Achievement and Citizenship

By the year 2000, American students will leave grades 4, 8, and 12 having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

Objectives

1. The academic performance of elementary and secondary students will increase significantly in every quartile and the distribution of minority students in each level will more closely reflect the student population as a whole.
2. The percentage of students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially.
3. All students will be involved in activities that promote and demonstrate good citizenship, community service, and responsibility.
4. The percentage of students who are competent in more than one language will substantially increase.
5. All students will be knowledgeable about the diverse cultural heritage of this nation and about the world community.

America 2000, An Educational Strategy

Alternative Program Models

James Toole & Pamela Toole

Summary

A variety of models for involving students in service are explained in this module. Emphasis is placed on curricular examples demonstrating that the more infused service is into the curriculum, the more apt the schedule of the school is to change leading to levels of school reform.

Learner Outcomes

1. Participants will be able to list a variety of curricularly based models where service-learning projects can be implemented.
2. Each workshop participant or team of participants will be able to assess what it will take to infuse service-learning as a model of teaching into his/her school.
3. Participants will be able to list several key components to consider when setting up a service-learning project.

Critical Points to Make

1. There are several ways to infuse service-learning into the school curriculum. Only when service is seen as a model of teaching to be used to teach any subject matter does school change occur. A school can offer an elective community service-learning class or an independent study credit for service and have no impact on how teachers in the rest of the school teach or affect the basic structuring of the school day.
2. Each curricular option mentioned contributes to youth and what the school has to offer, but they will have vastly different outcomes.
3. Participants need to assess what is already happening at their schools and what it would take to infuse service-learning into the instructional methodology of the school.

Options to Consider When Doing Service-Learning

Which model or models you chose should be based on your own goals and on what type of support you can get from your school and community. Some, as you will see, take more resources and change than others, and some have much more impact on the instructional process than others.

Service Within a School vs. Service Outside in the Community

There is a long menu of service opportunities available both in and out of school. Here is a sample list of possibilities for both school and community based service options.

> **Within School Service:** Peer and Cross Age Tutors, Mentors, Welcoming New Students, Peer Education, Conflict Mediation, Small Group Leadership, Teen Theater, Student-Led Parent Education, Students Serving on Advisory Boards, Work with Special Needs Youth
>
> **Community Based Service:** Senior Citizens, Hospitals, Homeless Shelters, Environmental Projects, Cultural Institutions, Day Cares, Animal Shelters, Literacy Programs

Many meaningful and important tasks exist within the school environment. Long-standing programs often rely heavily on in-school service work or tasks within other parts of the school district. Such an approach may eliminate or diminish issues of transportation and liability. Probably the most popular and common activity in the service field is cross-age tutoring, which typically occurs by organizing a cross-class buddy system between, for example, fifth and first graders.

It is also important to remember that community-based assignments (i.e. those where students leave the school grounds) do bring young people into real-life adult environments and, therefore, offer unique learning opportunities (i.e. through observation, hands-on practice, etc.). If citizenship and community awareness are goals of your program, these are best achieved by placements in the community. Here is a sample list of service placement sites. Remember that there is an immense variety of possible service projects at each of these sites.

Students can assess a community need that can be fulfilled largely by work at school, such as making toys or clothes for people in homeless shelters, creating a video or pamphlet to educate others, or making cards or placemats for hospitals, shelters, and nursing homes.

One Time Events vs. Ongoing Service Work

Youth will have different outcomes for one time versus ongoing service work. Real learning will evolve most likely from ongoing activities, but one time events may meet a short term or immediate need of your program or community. Many groups have used a one time large scale service project to initiate their program or to gain initial interest in the concept. Sometimes programs do ongoing service as well as occasional events that can involve large numbers of people as a team builder and to accomplish a significant task in a short period of time.

Student-Initiated Projects vs. Already Existing Placement

A component of effective practice is to allow students to have ownership in the selecting of the service to be addressed. One of the ways to do this is to allow students to select an already existing agency, such as a nursing home or homeless shelter or hospital. The other approach is to allow students, through surveys, community searches, or interviews, to determine a community need that they would like to address in some positive manner.

Directly Work with People vs. Indirect Service vs. Advocacy

Service can be given directly to an individual or group of people. Examples of direct service are mentoring, tutoring, visiting with senior citizens, visiting or helping hospital patients and serving food or visiting with clients in a homeless shelter. Indirect service is service which benefits people, but does not involve them in the service. Common forms of indirect service include fundraisers, community clean-ups, construction, and environmental tasks. The third form of service is advocacy for an issue that will benefit society or a particular group of people. This typically involves lobbying, writing, speaking and occasionally performing. It is important to be aware that direct service is typically the most compelling because the need is evident in the individual(s) being helped. With direct service, it is critical that the importance of the need being addressed be clear so that young people are motivated to perform the service.

Whole Class or School Projects vs. Small Group or Individual Projects

Sometimes entire classes take on the same service project, dividing up responsibilities. This helps build a sense of unity and cooperation. School projects might be one time events involving all grades and all students. Earth Day or Martin Luther King Day celebrations are examples of this. This might also be a day where every grade level addresses a different type of service, but it is a school wide service day. Some schools adopt a school wide theme for the entire year where each grade level addresses a different part of the theme. Examples are environmental, or citizenship or intergenerational themes. On the other side, small groups and individuals can be challenged and learn a great deal when tackling an issue themselves.

Community service-learning elective classes usually involve each student selecting his/her own project. The individual projects might be for extra credit, independent study, class required hours or as part of a co-curricular or community-based organization's option.

Curricular vs. Extra Curricular

There are two major categories under which service exists as part of the school. These are curricular and extra-curricular. Most existing programs have been on the extra-curricular side (such as school clubs). There are several options under each category. (See handout and overhead on next 2 pages).

More Infused into Curriculum vs. Less Infused

On the left hand column of both the handout and overhead, the options are listed from least infused to most infused at the bottom. What that means is that the options towards the top are less resource intensive and less tied to the core curriculum, and they don't require much change on the part of teachers or schools. As you go down the list, each option requires more resources and more change in instruction. If people are interested in school change/reform, the last two options on the curricular column are the only two that would require and produce significant change in instruction.

Discuss each of the models by giving a couple of examples from each. You can share stories from your own classrooms, schools, or observations. This is a good time to give a few more specific examples of service-learning. Only use the extra-curricular side of the charts when you are having people assess the level of service practice in their school.

School-Based Service-Learning Program Modules

Curricular	**Co-Curricular**
Independent Study/ Service Requirement	Traditional School Service Club
Extra Credit	Start a Club Focusing on a Single Service Issue
Elective Service-Learning Class	Volunteer Center/Network
Single Subject Academic Class	After-School Program
Interdisciplinary Team or School-Wide Theme	Partnership with a Community Organization

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Chart to Assess the Level of Service in Your School

Curricular *Extra-Curricular*

Least Resource Intensive

Low Infusion

Independent Study or Service Requirement

Many secondary schools offer credit for approved independent study. As part of this process, schools may recognize, encourage, or even mandate students to perform community service activities. When there is a mandatory service requirement (e.g. 50 hours for graduation), schools vary in whether they grant academic credit or not.

Extra Credit

Teachers can offer students to augment classroom assignments with service-learning activities. Think of ways in which students can apply or practice classroom skills to help others (e.g. U.S. government students could tutor immigrants to pass the citizenship test, or biology students can act as guides at a local nature center). As extra credit, such activities are voluntary and separate from the day-to-day life of the classroom.

Elective Community Service-Learning Class

A Community Service class is sometimes the quickest way to initiate service-learning activities in a secondary school. Students typically spend three to four days of class each week serving in their school or community (which makes double-period blocks preferable), then meet on the remaining day(s) for ongoing training, supervision, and reflection. Such classes can be highly beneficial, but may have the unintended effect of isolating service from the larger instructional program.

Single Subject Academic Classes

When service becomes integrated into day -to-day classroom work, it provides a meaningful context for leaning both content and thinking skills. Performing service requires the acquisition of knowledge and skills. Health classes might prepare and present cross-age lessons on smoking prevention, and language arts students might produce a narrative history of their neighborhood or town.

Interdisciplinary Team or School-Wide Theme

An interdisciplinary teaching team, a school, or a whole district can adopt a central service them (e.g. senior citizens, the homeless, the environment). In such instances, them-based service can be explored across disciplines and/or grade levels throughout the year.

High Infusion

Traditional School Service Clubs

The simplest extra-curricular approach to service-learning is for students to join existing school clubs which already perform service work. Some common examples are the Key Club, the Interact Club, the Builders Club, and a National Honor Society peer tutoring program. Some schools have mandated that all clubs must sponsor two service projects each year.

Start a Club to Focus on a Single Service Issue

Another extra-curricular option is to form a new club to met some specific service objective. Examples include an Environmental Club, an Intergenerational project (one school called this club "Bridging the Gap"), and a Special Friendship Club where students with developmental disabilities socialize with and perform service alongside other classmates.

School Volunteer Clearinghouse/Network

It is also possible to facilitate student participation in service by establishing a school volunteer clearinghouse to inform students about potential placements. At its most sophisticated level, a volunteer center may have a computer which lists and describes service opportunities, as well as a part-time volunteer coordinator. There is a national network of Volunteer Centers whose local affiliates may provide expertise and assistance.

After-School Program with Multiple Projects

Schools can set up an after-school, extra-curricular program in service just as they do with athletics. Service during out-of-school hours can engage students in a wide range of helping activities. Training can take place during the summer, at weekend retreats, or after school. Some programs include youth from different and diverse schools and neighborhoods working together, and they have made a visible impact on their communities. Sometimes parents and whole families are involved in weekend projects.

Partnerships with Community Organizations

Schools share their youth development mission with 4-H, Boys and Girls Clubs, Scouting, YMCA, and a wide variety of other organizations already located in the community. Schools, therefore, can collaborate with such community-based organizations (CBOs) to jointly offer a service club. Programs housed in CBOs may more easily reach youth in some neighborhoods and may offer easier access to community projects.

No Infusion into the Curriculum

Most Resource Intensive

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Teacher Notes

When Sharing About the Community Service Class Model

It is important to convey that this is typically a senior high school option, because older students can transport themselves and because they take elective classes. Such classes generally meet for three weeks at the start of the semester and to receive preparatory training, group-building, and visiting of possible service sites. Thereafter, students visit their service sites either three or four days a week and spend the other day(s) on reflection, ongoing training, supervision, etc.

The community service class model is very powerful and can have a strong impact on those who take the class. It is important to mention, however, that a successful community service class may not have any impact on other teachers or classes in the school and its effect may be limited to a small group of students. The advantage of a community service-learning class is that it allows students to do in-depth service for an entire semester. A community service class would be a positive option to retain even if service was infused into the general curriculum of the school.

The current difficulty is that many teachers assume that their school is doing service-learning just because there is an elective class available. They conclude that this particular topic is now covered. This attitude will continue until people see that service-learning, at its highest level, is an integrated model of teaching/instruction.

Joining Together with Community Partners

Ingrid Sausjord

Introduction

This module examines partnerships with community organizations as a tool to enhance both learning and service in service-learning programs. It outlines key considerations for educators in establishing a community partnership and suggests ways to help resolve or avoid some of the more common problems encountered in service-learning partnerships.

Expected Learner Outcomes

Given a specific community, group of students, and a community problem or issue, the learner will be able to identify:

1. at least two significant ways specific community organizations might enhance student learning around the problem and project,
2. at least two different ways community organizations might contribute to the impact of a project designed to help solve the problem, and
3. two recommendations she/he would make to a teacher interested in building partnerships for service-learning in that situation.

Critical Points and Considerations

- Let program goals and needs determine which community organizations you seek to work with. The fact that an agency offers to work with you is **not** enough to make it a good prospect.

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- A solid partnership should enhance the quality and depth of student learning and the effectiveness and impact of student service.
- Be open to a wide range of roles—avoid the tunnel vision that sees community organizations primarily as places to volunteer or perform service.
- Work out together a clear understanding of the goals and roles of both the school partner and the community partner. Keep things simple for the community partner.
- Remember the importance of orientation. Community organizations can contribute much more to student learning if they know what concepts and skills the program aims to teach.

Creating a Partnership: The First Steps

Two pressing questions confront anyone working to create a partnership: "whom should we approach?" and "what is it we would like them to do?" Community organizations are not interchangeable. By showing students how they do what they do, agencies that focus on analyzing and addressing community issues can add depth and reality to student learning. Other organizations—think of local media, businesses, skilled workers, fundraisers—can help teach students the varied skills they will need to carry out a project. Still other groups (the PTA comes to mind) often provide invaluable general support.

To begin the process of creating a partnership, identify your programs high-priority needs, explore the types of organizations operating in the community, and take a broad view of the potential roles for community partners.

Identify Priority Needs

Too often, we create partnerships with organizations for the simple reason that they offer to work with the school, or have a number of "volunteer opportunities" available. A successful service-learning partnership demands a more solid foundation. Most important, the partnership must meet significant needs of the organization, the school, and the students.

Priority needs will vary with the goals of the service learning program and the resources already available to the students and school. Use this list to stimulate your thinking:

Some possible priority needs:

- Solid community backing
- Visibility or acceptance in a new segment of the community
- Financial support
- Information about or access to local decision-makers
- Expertise in the field or issue students are exploring
- Up-to-date information on developments in the community
- "Reality checks" for student ideas
- Instruction or practice with concepts and skills needed to understand the community problem and perform service effectively
- Materials and supplies
- Transportation
- Supervision
- Publicity
- Recognition
- Information on existing service efforts in the community
- Placement sites for student volunteers

Explore Available Community Resources

It pays to take some time to identify a variety of potential partners. A local volunteer group may make a good partner. But a less obvious partner might contribute more to student learning.

In identifying community organizations, don't rely solely on personal knowledge. Ask other people—colleagues, neighbors, the local Chamber of Commerce and United Way, your students—what they know of organizations that might help meet the program's priority needs.

Some types of organizations to consider:

- Local government (mayor's office, county officials, judges, police, social services, building inspectors, environmental inspectors, county health personnel, task forces on crime and drug issues, county agricultural extension offices, school board members)
- Business community (large and small businesses, local Chamber of Commerce, local organization of minorities or women in business, downtown merchants' associations, real estate developers, lawyers, accountants, physicians)
- Non-profit community (local branches of national organizations, local grassroots advocacy groups, informal volunteer groups or

clubs, veterans' and seniors' organizations, historical societies, theatrical groups, neighborhood improvement associations, racial, ethnic or multicultural organizations.)

- Churches, synagogues, and other places of worship
- Parent groups
- Unions and other workers' organizations
- Local newspapers & radio, including the local high school and college papers
- Local community colleges, including any radio or TV station and any work-study or internship programs

Take a Broad View of Partners' Potential Roles

The potential roles for a community partner are many and extend far beyond providing "volunteer opportunities." Community organization partners may (1) supply information and resources (human and otherwise) to help students explore and understand the community issues and problems they seek to address through service-learning, (2) they provide a support system for the program, or (3) suggest and evaluate project ideas and places in which students can become involved with projects. We often give short shrift to these alternative possibilities.

Look upon community organizations as resources for learning

For expertise in the problem your students seek to address, for essential training, for general advice, and for information on how a serious issue plays out in the local community, look to partners who can act as resources on the issues.

The community is a rich source of information on a variety of social issues. Depending on their specialties, members of the community can take on the role of guest speaker/expert, class interviewee, consultant to students on effective outreach, reviewer of action plans, and networking resource. Also, remember that government agencies, non-profit organizations, and the media have at their fingertips local statistics, directories of key "players" on local issues, and copies of the most current articles and books. With a little legwork (most of it by students!), your community can become a fascinating resource library.

Getting started

- Search out the resource lists and directories that already exist in your community. The Chamber of Commerce, United Way, and local volunteer centers usually have listings of organizations, what they do, and what they can provide. Some other starting points: the telephone book (yellow pages and government pages), local maps, government agencies.

- Set up a continuing community resource directory. Use a looseleaf binder and simple blank forms that you, your students, and other teachers can update as you progress through various issues and projects.
- Get on the agenda of a community meeting that will draw representatives of community organizations. Explain the purpose of the service-learning program and describe several ways community organizations might become involved. (To reach members of the media and local government, you may need to set up your own "awareness" meetings.)
- Conduct a second meeting of teachers, students, and representatives of interested community groups. Briefly describe the concepts and skills the service-learning program hopes to teach and some specific roles you might like to see community organizations to take on. Foster discussion of the resources and desires each group brings to the table, alternative approaches to collaborating on service-learning and community improvement, any challenges they anticipate, and preliminary ideas for avoiding or dealing with those challenges.
- Follow-up. Work with each new partner to arrive at a defined, limited role for the organization that both helps the organization meet its needs and helps the program meet at least one priority need. Make sure you come to a clear understanding of the goals and roles of both the school partner and the community partner.
- Keep things simple for the community partner and remember the importance of orientation. Community organizations can contribute much more to student learning if they know what concepts and skills the program aims to teach.

Community partners as formal or informal support systems

For general visibility, political backing in the community, advice on working with local non-profits, or assistance with publicity, transportation, or supplies, seek out community organizations that can either provide the support you need or advise you on how to obtain it. In every community there are leaders - organizations and individuals - who make things happen. You and your students may need to do a bit of hands-on research to discover who they are. Once you find them, bring them on board as early as possible.

Getting started:

- Take the time to find people and organizations who might be helpful to the project and willing to give of their time. Think of the leaders in the community and their priorities. Do any of their priorities overlap with the focus of your program?
- Contact each prospect individually, in person if possible. Have ready a packet that describes in human terms what the program means to the community and to youth.
- Be prepared to be precise about what you would like from the community member. If you are interested in members for an advisory board, know the number of meetings required and the purpose of the meetings. Say it and stick to it: **meet only when necessary and when there is a clear reason.** Keep meetings short and sweet. A good time is over lunch.
- Work with each partner individually to **tailor their role around things they already do or can do without any significant burden.** Keep things simple. Follow up with a letter that describes what you have decided together.
- Keep each partner informed about what is going on with the program, no matter what their role. You might do this through a monthly letter and update (not a meeting).
- To maintain enthusiasm over time, try to get each partner who provides formal or informal support out in the field or in the classroom at least once a year.

Community organizations as advisors on or providers of sites for service

Community organizations can provide invaluable help when it comes to evaluating potential sites for service projects. Getting advice from those who are out in the community on a daily basis helps ensure that you don't "reinvent the wheel" and that students avoid ineffective or insubstantial projects.

Getting started:

- Bring together a focus group of representative agencies (the Volunteer Center or United Way can help you put this together) to discuss program needs, agency needs, and unfilled community needs. This discussion should explore the practical issues involved in placing student volunteers at agency sites, such as liability, insurance, supervision, and number of students. It should also explore programmatic issues, such as where the need for volunteers with the students' skills is greatest and where the opportunities for learning are high.

- Based on this discussion, prepare a mailing to a small number of agencies. Start with those that have been recommended to you. Follow-up with a phone call or visit. Identify useful service projects that already exist, but also explore whether there is a process through which students could initiate new projects.
- Collect and distribute information on agency opportunities to students and teachers in a way that forestalls repeated phone calls to the same agencies seeking similar information.

Troubleshooting: Some Thoughts on Improving Established Partnerships

Partnership, like other forms of collaboration, is not a simple thing. Consultants and peer resources who work with service-learning should expect to encounter partnerships that are less than fully successful.

Partnerships may encounter several different kinds of challenges. Failure to appreciate differences in institutional and individual personalities and working styles may result in less than perfect cooperation. In addition, confusion as to the educational needs and abilities of the students can lead to situations where students learn relatively little from their community experience or where, despite learning a good deal, their service is of minimal value. Keep these possibilities in mind as you assess the issues facing a particular partnership.

Some questions to consider in assessing troubled partnerships:

- Does the community partner know the teacher's (and students') learning goals?
- Does the partner have a clear sense of how the teacher hopes to use the service experience in classroom activities?
- Would the partner appreciate a list of questions to ask students to help link the student service with the classroom work?
- Does the teacher have a clear sense of the organization's reasons for agreeing to participate as a partner/
- Do the students know what they are expected to learn from their work with the community partner? Have they prepared questions to ask the adults in the partnership/

- Have representatives of the partner organization ever participated in preparation, evaluation, or reflection activities with the students? Have they been invited?
- Does the school understand the partner's expectations of the students?
- Do the students understand the "workplace rules" that apply wherever they provide their service? Does the school train in or reinforce those rules in the classroom?
- Have the school and the partner discussed any challenges (supervision, etc.) the partner is experiencing in working with the students? Can the school and other community members help the partner cope with the challenges?
- Have the teachers, students, and community partner discussed together what they should do to make sure the students' time is well-spent?

Preparation for Service-Learning

Marty Duckenfield & Jan Wright

Introduction

This module focuses on the preparation element of service-learning. Crucial to the success of service-learning is significant involvement of students in the entire process; the proper training of students for service; and the teacher's thoughtful integration of academic skills throughout the service-learning process. These three points, particularly the issue of the empowerment of students, are new and strange to most teachers. This module provides the trainer with a variety of ways to help teachers make a successful transition from textbook teaching to experiential education.

Expected Learner Outcomes

- Participants will know the four basic steps of preparation.
- Participants will know that student involvement in preparation is essential.
- Participants will become familiar with the many strategies available to enable students to be actively involved in preparation.
- Participants will know that their responsibilities as teachers include: ensuring students have adequate skills to be successful; integrating service-learning into the curriculum; nurturing the community agency relationship; and providing the foundation for a safe experience.

Critical Points

- Teachers need to view their students as resources.
- Students need to be actively involved in the preparation process.
- Teachers need to know the four basic steps of preparation.

What is Preparation for Service-Learning?

Preparation, by definition, is the action or process of making something ready or getting ready for something. It is also defined as a preliminary measure or plan. As part of service-learning, it is all of this in relation to students, teachers, and the community. There are four basic steps to preparation for service learning.

1. Identify, research, and analyze issues.
2. Select a project.
3. Plan the project.
4. Learn the necessary skills.

Why Prepare for Service-Learning?

While there are times that great things just happen, most things of worth are preceded by careful preparation. Preparation, when done well, assures that:

- students are involved
- students are familiar with their school/community and the needs
- a meaningful project is selected
- teachers make sure students are taught skills needed to successfully select and perform meaningful service
- teachers integrate academic skills into the service project
- appropriate parties are informed about the project, such as school administrators, parents, community agencies, and the media
- precautions have been taken to ensure, as much as possible, a safe experience.

How Do I Prepare for Service-Learning?

First of all, teachers need to know their students. They should never underestimate their students' abilities. They need to view their students as resources and look for ways to tap the students' creative minds for fresh ideas, look for and channel the students' strengths, and facilitate the students' participation so they are involved in the decision-making as much as possible. Teachers also must fully understand their curriculum so they can readily integrate the variety of things they need to teach into the chosen service project and preparation for it. They must be fully aware of learner outcomes as they plan for the entire service-learning experience.

Following the four basic steps will help guide the teacher. It should be noted that if students are using surveys, making telephone calls, interviewing, or using other strategies, they should receive instruction about how to properly conduct these.

1. **Identify, research and analyze issues**

   A. Means of identifying issues:

   - have students read the local newspaper to find out what is happening in the community, where there are problems, where help is needed
   - take students on a "walk-around" of the school and/or community to observe the needs
   - have students develop a survey to question their classmates or the residents of the community about needs and/or desires
   - have students identify local agencies (i.e., Red Cross, United Way, retirement centers, hospitals, daycare centers, etc.) and call them to see what opportunities are available
   - have local agency representatives come to class to serve on a panel to tell students about their organizations
   - have students attend a city or county council meeting to hear what the needs are.

   B. Researching the needs can be done by:

   - students talking to local experts
   - reading newspaper and magazine articles
   - talking to the prospective recipients
   - reading books
   - communicating through electronic bulletin boards

This is an excellent time for teachers to provide instruction on research skills, various resources, graphing, tables, charts, written reports, oral presentations.

   C. The students should analyze the information that has accumulated. To do this, they will need to present the information to others in the class, establish criteria of what they are looking for, and learn how to sift through the information. Again, teachers may need to provide instruction and opportunities for practice on these.

2. **Select a project**

   Based on their research and looking at the criteria they have set, the students need to participate in consensus decision-making.

It is possible that more than one project will be selected. Teachers need to be careful that even if they feel the scope of the project is too great, at this point they should generally allow the students to proceed. During the next step, as the students are getting down to the nitty-gritty, they may reach the same conclusion. Or, teachers may find the students are indeed capable of pulling it off.

3. **Planning the project**

   A. Students brainstorm alternative solutions. (Remember the basic premise of brainstorming - anything goes. Perhaps from one of the far-out suggestions, a creative solution will come.)

   B. Students analyze the possible solutions and decide which they want to pursue.

   C. Students need to plan the specifics:
      - timeline
      - equipment needed
      - contact people
      - transportation
      - skills needed
      - permissions

The teacher certainly has a responsibility to facilitate all of this and participate as necessary. When it comes to making specific arrangements for the project, while the teacher or a parent may call ahead and lay the groundwork, it really should be the students who call or write to make the arrangements, when age-appropriate.

4. **Learn the necessary skills.**

The teacher can certainly handle much of this. However, it may be best to call in outside experts to help. For instance, if the service project involves students working at a nursing home, they need to understand the special needs of older folks, become familiar with how to work with those who may be suffering from Alzheimers or dementia, what they are allowed to do and what they are not allowed to do, what kinds of activities the residents enjoy. This instruction is probably best done by a professional from the nursing home. It may be done in training sessions at school or at the nursing home.

Last, but certainly not least, arrangements should be made for some publicity about the project. Have students write an article for the school newspaper about what they are planning to do and why. Have students send a copy of the article to the local newspaper. Call the local radio and TV stations to let them know what is going on. Be sure to keep parents, school and school district administrators informed.

A rule of thumb regarding student involvement:

If a student can do it, an adult should not!

Suggested Agenda

A workshop covering preparation could be done in as little as 90 minutes or up to a full day. The trainer can pick and choose from the suggested activities, emphasizing areas as they feel necessary and dependent on time constraints.

What Is Preparation?

- develop definition of preparation
- discuss the four basic steps of preparation

Why Is Preparation Important?

- Brainstorm why preparation is important
  1. divide into four groups
  2. on chart paper in four locations around the room are the following questions:
     a. What skills could the student learn during preparation?
     b. What personal development of students can be attained through preparation activities?
     c. Why is teacher planning important?
     d. How can preparation enhance community involvement?
  3. Give each group 2-3 minutes at each location to write some answers on the chart.
  4. Rotate, so each group gets to answer questions at each chart.
  5. Then share with the whole group.
- To develop the notion of students as resources and capitalizing on strengths, use the overheads of "Freddy" Resource/Problem.
  1. have participants list characteristics of students who are problems
  2. now have participants brainstorm how these characteristics can become strengths (e.g., hyperactive-energetic, class clown-see humor in situations, instigator-leader)

How Can Students Be Involved in Preparation?

1. Identify, Research, Analyze

   A. Identify

   - Using the Jigsaw technique, have four groups use four different preparation activities:
     - Neighborhood Squares game
     - Studying the newspaper
     - Student Detective Casebook
     - Take a walk-around (the community or the school)
     - Newsweek article, "My World Now"

After each group has spent some time reviewing these and trying them out, have them instruct the rest of the participants. Discuss strengths, reasons for using various techniques, other ideas.

- Have a panel of community agency representatives come. Use "Working with Community Agencies" and/or "Community Agencies: The Service Learning Connection" handouts for participants to record information learned.
- As a pre-assignment, have participants call at least two agencies each and complete either of the handouts to be shared with other participants.

   B. Research

   - Brainstorm curricular connections for tying-in appropriate topics, readings, text materials
   - Discuss providing instruction on research, e.g. how to do research, resources (books, databases, electronic bulletin boards, people, periodicals, organizations), options for presentation.

   C. Analysis

   - Have participants practice setting criteria
   - Use "Forced Analysis" activity. Take participants through this process which they can adapt to their students and community

2. Select Project

   - To demonstrate consensus decision making, select two project possibilities. Take participants through a process of voting on one project. Talk about how the "winners" and "losers" felt. Then discuss "70% Buy-In" technique, whereby each participant evaluates to what extent (percentage) they could support each project. Have supporters of each project give rationale for why that project could be supported. When everyone reaches the 70% level of support for one project, the decision has been made. Now discuss how the participants felt using this process.

3. Planning

   - Brainstorm all the things that need to be covered (i.e., equipment, transportation, liability, permissions, publicity)
   - Discuss what is appropriate for students to do, really concentrating on giving the students as much responsibility as possible.
   - Use children's literature to stimulate discussion about what needs to be considered, e.g. Arnie and the New Kid by Carlson - working with physically handicapped; Wilfrid Gordon McDonald Partridge by Fox - working with the elderly; Uncle Willie and the Soup Kitchen by DiSalvo-Ryan - working at a soup kitchen. Participants could review various books and discuss/share how they could be incorporated into preparation.

4. Learning Necessary Skills

   - Have participants get into groups. Give each group a scenario using a service project, e.g. nursing home visitation; planting community food garden; peer tutoring Kindergarten, lst, and 2nd graders; checking pH balances in a river or stream. Have each group come up with a training plan including:
     - Who will do the training
     - Where is the best training site
     - What academic objectives need to be taught
     - What the training might consist of
     - What the duration of the training will be

See the Training Plan Chart at the end of this module.

Teacher Preparation

There are many issues that teachers need to consider as they make their own plans for service-learning. The teacher has multiple responsibilities, and it is good to be aware of them. Some of them include: transportation, insurance and liability, scheduling, public relations, curriculum integration, and funding.

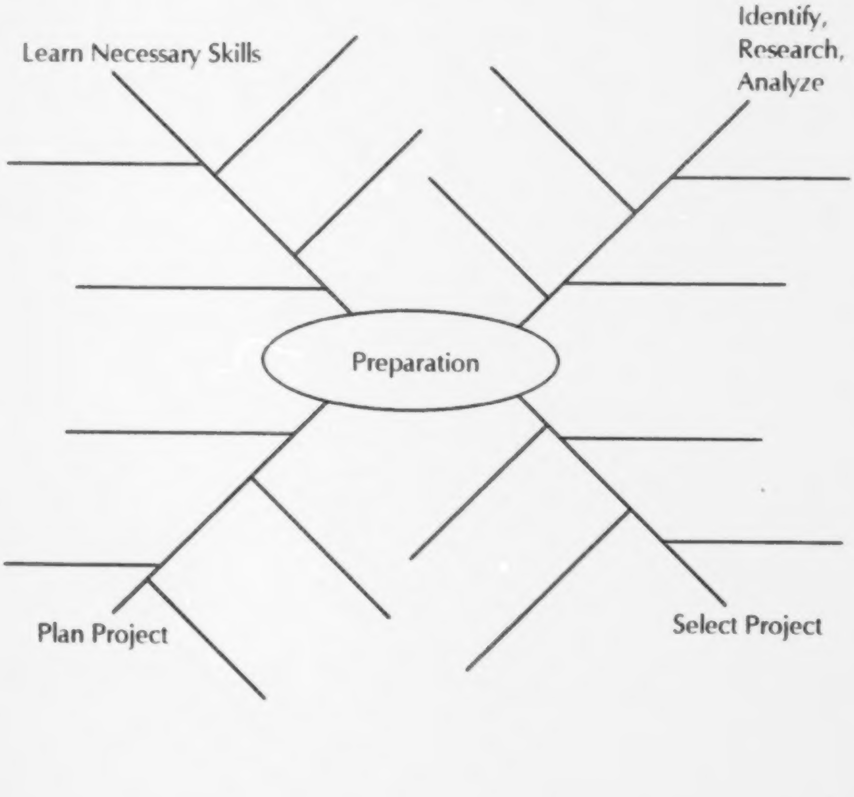
Suggested Activities:

1. The *Nuts and Bolts Service-Learning Problem Solving Game* is a perfect vehicle to focus on these issues. Time for playing and discussion: about 1 hour.
2. Groups can brainstorm solutions to specifically-posed problems on these topics. Share with the entire group.
3. Preparation also feeds into the entire issue of curriculum integration, which is handled in the next module of this manual.

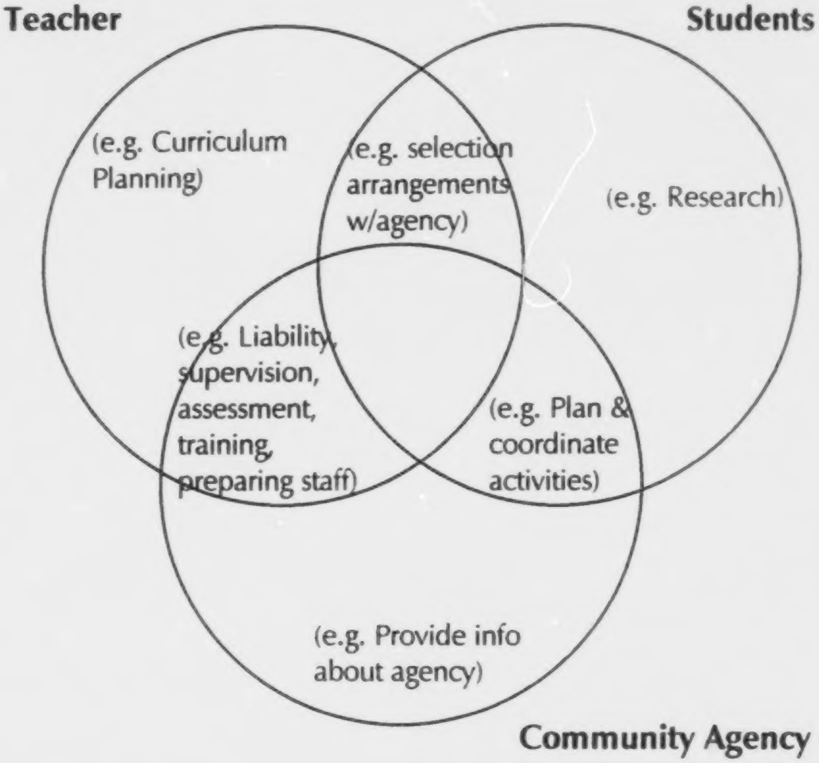
Conclusion

Two possible conclusion activities are:

- Do a summary mindmap of the four basic steps of preparation individually, in small groups, or as a whole group.



- Do a Venn diagram to show teacher/student/agency responsibilities


Teacher
Students
(e.g. Curriculum Planning)
(e.g. selection arrangements w/agency)
(e.g. Research)
(e.g. Liability, supervision, assessment, training, preparing staff)
(e.g. Plan & coordinate activities)
(e.g. Provide info about agency)
Community Agency

Handouts

Include the enclosed black line drawings, some of which can certainly be made into transparencies.

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Annotated Bibliography

Lewis, Barbara A. (1991) *The Kid's Guide to Social Action.* Free Spirit Publishing Inc., 400 First Avenue. Suite 616. Minneapolis. MN 55401 (612) 338-2068.

> This book gives kids the skills they need to solve the social problems they themselves choose. The book shows how to select a project: it provides a step by step guide to letter writing. interviewing, surveying, fundraising, and speechmaking: it illustrates how to initiate and change laws; and it provides a resource guide for further information. Forms that can be photocopied are included as well.

Cairn, Rich & Kielsmeier, James. (1991). *Growing Hope.* National Youth Leadership Council, 1910 West County Road B, St. Paul, MN 55113, (612) 631-3672.

> This source book offers comprehensive definitions, practical aids, sample program materials and resource contacts to assist K-12 educators in developing new service-learning programs as part of their curriculum.

Schine, Joan. (1989). *Young Adolescents and Community Service.* The Carnegie Council on Adolescent Development, Carnegie Corporation of New York, 2400 N Street, NW 6th Floor, Washington, DC 20037-1153, (202) 429-7979.

> This paper discusses youth community service for the middle grades. The author emphasizes the importance of preparation and reflection as part of the service experience. Site selection and placement as well as barriers to program implementation are addressed.

The Courage to Care, The Strength to Serve. (1990) Maryland Student Service Alliance, 200 West Baltimore Street, Baltimore, MD 21201, (410) 333-2427.

> This 14 minute video introduces the concept of service learning as offered in Maryland's high schools. The components of preparation, action, and reflection are presented with examples.

Seaver, Anna Mae Halgrim. (June 27, 1994) "My World Now." *Newsweek.* p. 11.

> This article, written by an elderly resident of a nursing home, tells about life in a nursing home, from the inside. It has great

potential as part of a preparation exercise, both in workshops and in the classroom, for those focusing on service with the elderly.

National Dropout Prevention Center. (1995) *Neighborhood Squares.* Clemson, SC.

This board game is a simulated experience for children new to the idea of providing service for their community. It gives them the opportunity to identify problems and come up with a solutions and emphasizes teamwork in making things happen.

National Dropout Prevention Center. (1993) *Nuts and Bolts: The Service-Learning Problem Solving Game.* Clemson, SC.

Nuts and Bolts is a board game which can enhance staff development workshops, provide opportunities for teachers to solve problems together, and make teachers aware of the multiple factors they must prepare for in service-learning.

Pennsylvania Institute for Environmental and Community Service Learning. *Student Detective Casebook.* Philadelphia, PA.

Students can use this workbook to analyze their own community, identify its problems, and come up with their own solutions. It provides teachers with a mechanism to start their students on the road to student participation in the preparation process.

Forced Analysis Activity

Part I. Look at problems, issues in community.

1. **Vote for one of these as the biggest problem in your community:**
   1) Race relations
   2) Violence
   3) Poverty
   4) Pollution

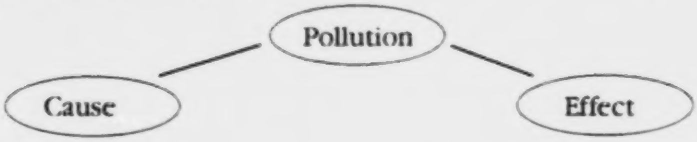
   Based on your vote, gather into groups of like-minded people.

2. **Why is this the most important problem?**
   - Each group does a newsprint sheet of three reasons.
   - Share.

   Ask: Has anyone decided to change their mind? Vote again. Any change? Why the changes?

Part II. Webbing

1. **Note this example:**

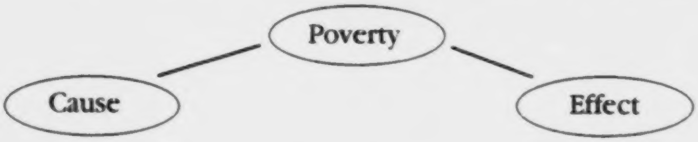


excess consumption
industrialization

population
Short-term thinking
Cars, freeways

cancer
quality of life - asthma, beauty deprivation
Los Angeles
loss of livelihood, loss of species
economic opportunities

2. **Now go back to groups and look at your issue. List on a newsprint sheet the causes and effects of your issue.**



3. **Present these to rest of class.**

Part III. Solutions to community problems

1. List ideas to help meet needs listed:

Examples:

Racism - book-drive representing varied ethnic groups

- interracial activities
- service activities - students become people they're working with
- guide for parents, tv viewing, stereotypes
- brown and blue collars - tape (PBS)

Poverty - What are some ideas that students could come up with?

- Home ec - border babies, make quilts
- Surveys, stats
- Economics of child care, budgeting, prepare tax returns for those who can't
- mentor programs, role models
- Teen pregnancy issue - relief nursery (child care) help the moms.

Violence - What does it look like?

- Students' solutions tend to be hardline.
- They tend to look at effects. Learning opportunity - causes- here's where we can make a difference

2. Now your students are ready to come up with some real solutions to problems in their communities.

This exercise is based on a workshop given by the Constitutional Rights Foundation.

Training Plan

Service Project:	
WHO will do the training?	
WHERE is the best training site?	
WHAT academic outcomes need to be taught?	
WHAT might the training consist of?	
WHAT is the duration of the training?	

Community Agencies: The Service-Learning Connections

Panelists				
Organization				
Developing Contacts - who - what - lead time - nurturing - relationships				
Student Training/ Job Description				
Student Supervision & Evaluation				
Feedback/Exchange of Information				
Potential Barriers/ Problems & Possible Solutions (i.e. reservations about youth volunteers)				
Other: Liability Concerns/ Transportation				

Problem

Resource

Principles of Preparation

Part One: Planning

1. Don't underestimate your students' abilities.
2. Involve your students in the decision-making process as much as possible.
3. Students have creative solutions!

Part Two: Training

1. Student training is needed.
2. Agencies need to be prepared for students.

Four Steps to Preparation

1. Identifying and analyzing issues
2. Choosing a project
3. Learning skills needed to perform service
4. Planning the service project

Working with Community Agencies

1. Contact
2. Pre-planning meetings
3. Agency concerns
4. Teacher/school concerns
5. Nurturing the relationship

Service-Learning Tips

Volunteers' Rights and Responsibilities

Volunteers have the right to

- be treated as a co-worker
- be given a suitable assignment
- know as much as possible about the organization
- receive job training
- receive continuing education for the job
- have regular evaluation of their performance
- be exposed to a variety of experiences
- have their opinions recognized

Volunteers have the responsibility to

- be sincere in their offer of service
- believe in the value of the job to be done
- be loyal to the organization to which they volunteer
- maintain the dignity and integrity of the community service with the public
- carry out duties promptly and reliably
- accept the guidance and decisions of their supervisors
- stay within the bounds of volunteer responsibility

Curriculum Integration of Service-Learning

Marty Duckenfield & Jan Wright

Introduction

This module is at the heart of service learning. Curriculum integration is what transforms community service into service learning. Methods for guiding teachers to successful curriculum integration at all levels, from classroom to schoolwide, are described.

Expected Learner Outcomes

- Participants will understand what curriculum integration of service learning is.
- Participants will understand how integration is the vehicle for turning **community service** into **service learning**.
- Participants will understand that it is imperative for teachers to have knowledge of their curriculum, why they are teaching it, and how it relates to real life.
- Participants will be able to successfully plan curriculum integration of service learning.

Critical Points

- The definition and rationale of curriculum integration of service learning.
- As a foundation, teachers must know their curriculum and understand its application to the real world.
- Understanding that curriculum integration of service learning can be accomplished by a single teacher or a team of teachers.
- Understanding that curriculum integration can begin with curricular objectives or service projects, but that both are imperative and cannot exist without the other.
- Understanding that curriculum integration can and must occur in all four elements of service learning - preparation, action, reflection, and celebration.

What Is Curriculum Integration of Service-Learning?

Curriculum integration of service learning is a method of instructional delivery whereby the curriculum comes alive through real-life experiences which are service-based. It is characterized by:

- experiential learning through service activities
- the utilization of learning styles and multiple intelligences
- meaningful, relevant application of learning objectives
- facilitating an interdisciplinary approach.

Why Integrate Service-Learning into the Curriculum?

Curriculum integration is the vehicle for transporting community service into service learning. It:

- motivates students
- enhances and strengthens learning
- makes learning meaningful
- helps develop higher order thinking skills
- is always current and up-to-date
- develops social and leadership skills
- promotes development of citizenship
- encourages partnerships: teacher with teacher, teacher with student, student with student, school with community
- provides opportunities for creativity
- provides opportunity to break down barriers between disciplines
- encourages a higher level of literacy (writing).

How Can the Curriculum Integration of Service-Learning Be Accomplished?

When service learning is fully integrated into the curriculum, service becomes a natural vehicle for teaching academic outcomes. It provides students with the opportunity to apply academic skills to real and meaningful situations. An interdisciplinary approach is an important characteristic of a truly integrated curriculum.

Curriculum integration of service learning can be accomplished by one person or a team of people. However, working in teams facilitates the integration by allowing the sharing of ideas and expertise.

In nondepartmentalized schools (i.e., most elementary schools), integration can be accomplished by:

- a teacher on his/her own.
- a team of teachers from the same grade level.
- a team of teachers across grade levels (i.e., 1 each from Kindergarten, Gr. 1, Gr. 2, etc.).
- these teams incorporating the special area teachers (art, music, P.E., media, speech, reading, etc.).
- the entire school faculty working together.

In departmentalized schools (i.e., most secondary schools), integration can be accomplished by:

- a teacher on his/her own.
- a team of like-subject area teachers (i.e., math, language arts, etc.).
- teachers who partner for blocked areas (i.e., humanities).
- a team of teachers each representing different disciplines (i.e., one math, one language arts, one practical arts, one business, etc.).
- the entire school faculty working together.

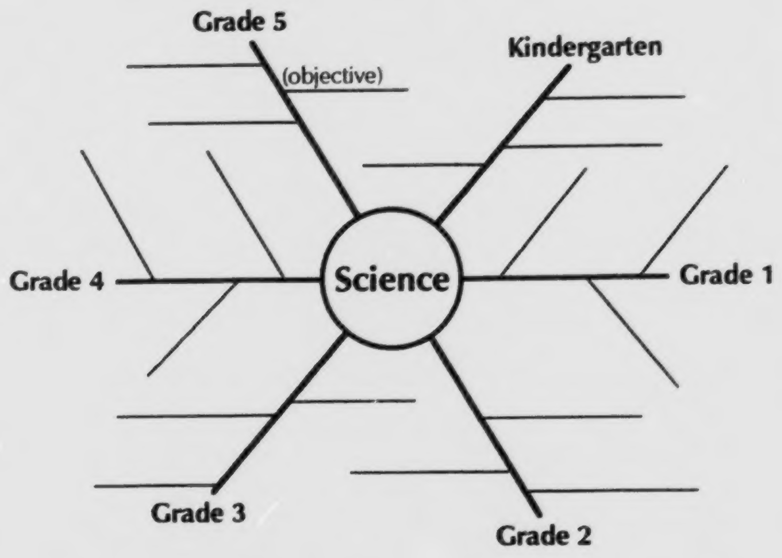
Continuum of Integration

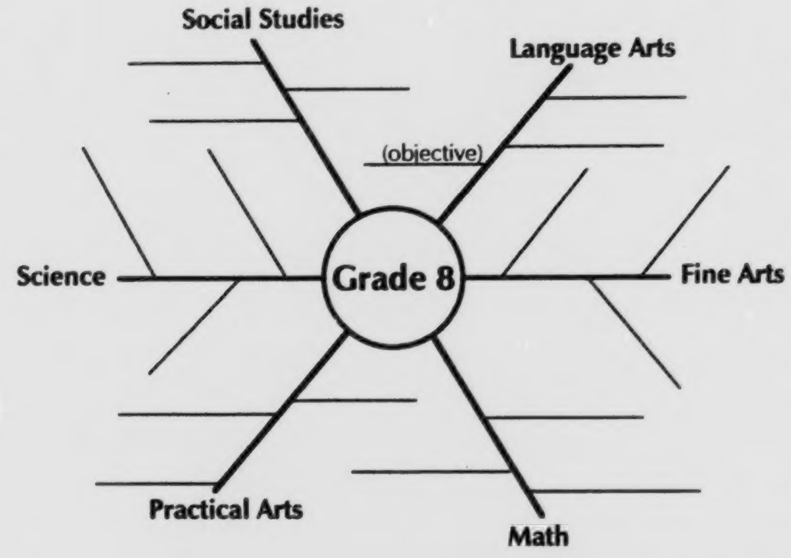
Community Service	Integrated in Single Discipline	Interdisciplinary Integration

The continuum of integration can apply to a single teacher, a group of teachers, or a whole school. Frequently when teachers first begin, they will not see the relationship between the community service project in which their students are involved and the curricular objectives they are teaching. In other words, they will see it as an add-on. In addition, some teachers do not really know the curriculum for which they are are responsible beyond going from page to page in the textbook. However, for service learning to be truly interwoven into the curriculum, teachers have to KNOW their curriculum, know why they are teaching particular things, and know how these skills, etc. relate to real life. It is at this point that teachers will then begin to understand that service learning is not an add-on, but rather a methodology.

It is important for the Peer Consultant to be able to identify at what stage their trainees are, i.e. the entry point. If it is determined that the consultant needs to provide a basic foundation of curricular understanding and real-life relatedness of the curriculum, the following exercises may be beneficial.

- Have teachers mind map the curriculum/primary learning objectives by grade level and/or subject matter.





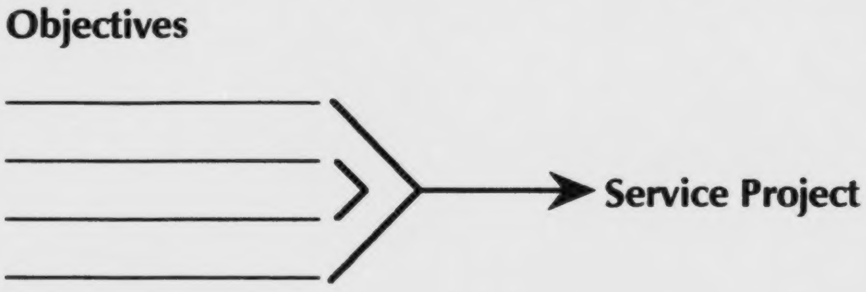
- Then have them compare the mind maps, looking for overlaps in subject areas and ties between disciplines.
- Have them discuss how the learning objectives relate to real life. Why do students need to know this? How can or will they use this?

When teachers have a working understanding of the curriculum, they are ready to pursue specific vehicles (service-learning projects and actions) for integration.

Approaches to Curriculum Integration

There are two ways to approach the integration process.

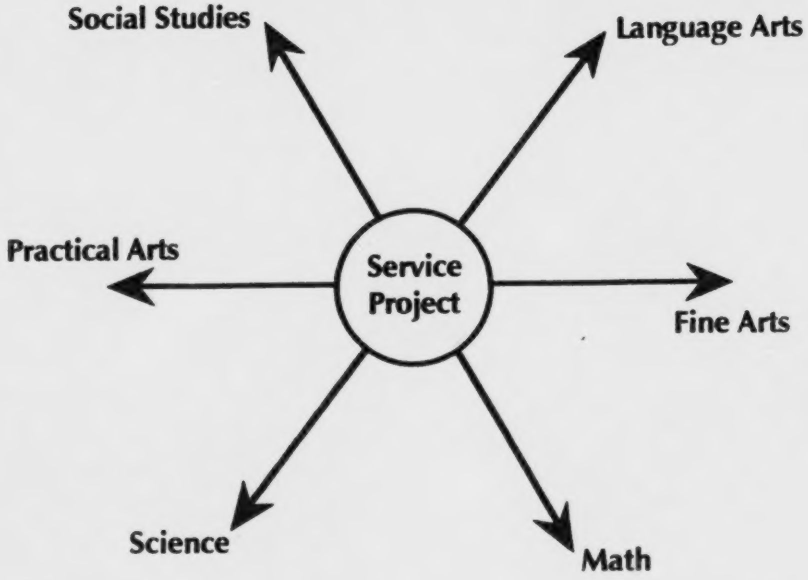
1. The focus can be on curricular objectives that need to be addressed. Looking at these objectives, what service project lends itself to the use of this knowledge or these skills?



Example - Lower Elementary:

Objective	Service Project	Actions
Language Arts - Letter Writing Math - Simple fractions Science - Parts of plants Social Studies - Community helpers	Adopting Residents at Nursing Home	Writing letters to the residents. Baking cookies for the residents Growing flowers for the residents Interviewing residents who were community helpers

2. The focus can be on the service project. Looking at this project, what curricular objectives can be taught?



Example - Middle School:

Objective	**Service Project**	**Actions**
Language Arts Persuasive writing Math Weights & measures Science Ecology Social Studies Public influence	Community Recycling Project	Writing letters to the editor Weighing the recycled materials Researching impact of recycling Ad campaign

Example - Lower Elementary

Service Project	**Activities**	**Curricular Objectives**
Adopting Residents at a Nursing Home	Writing letters to the residents Baking cookies for the residents Growing flowers for the residents Interviewing residents who were community helpers	Language Arts Letter writing Math Simple fractions Science Plant growth Social Studies Community helpers

Example - Middle School

Service Project	Activities	Curricular Objectives
Community Recycling Project	Writing letters to the editor	Language Arts Persuasive writing
	Weighing recycled materials	Math Weights & measures
	Researching impact of recycling	Science Ecology
	Ad campaign	Social Studies Public influence

The chart and examples on the pages K-8 to K-10 can be used as a planning form for teachers.

Integration in all Phases of Service-Learning

Integration can take place in all phases of service learning: preparation, action, reflection, and celebration. It aids in student involvement, including their understanding of the curriculum - what they need to learn and why they need to know it. The charts on pages K-11 to K-16 can be used as planning forms for the teachers. Examples have also been included.

Integrating Service into the Curriculum

Course:

Level:

Learner Outcome(s):

Resources Needed:

Type of Service: Direct ______ Indirect______ Advocacy______

Preparation for Service Activity:

Service Activity:

Reflection Activity(s):

Celebration:

Integrating Service into the Curriculum

Course: English

Level: 6th or 7th

Learner Outcome(s): The student will write a narrative and send a message to younger students.

Resources Needed: white paper, crayons or colored pencils, binders, children's books, video equipment, children's literature author.

Type of Service: **Direct** __x__ **Indirect**______ **Advocacy**______

Preparation for Service Activity: Talk about the elements included in narrative writing and the writing process. As a class, develop a list of topics to write about. Read a few children's books to the class. Invite a children's author to speak to the class about writing children's books.

Service Activity: Have students, individually or in small groups, write a children's book for the elementary schools. Illustrate and bind the books. Send the book to the librarians at the elementary schools to be shared with the students. If permissible, allow the class to visit the elementary schools to read their books to the students.

Reflection Activity(s): Have students talk about their favorite children's books and why they liked them. Ask students why they chose the topic they did and what they wanted children to understand about that topic. Did they include elements from other childhood stories in their books? How did they feel about writing a book that might influence other children and the decisions they make? What did they learn about being an author from doing this project?

Celebration: Show a videotape of the librarians or the students themselves reading the books over the school's Channel One TV.

Integrating Service into the Curriculum

Course: Health

Level: 9 - 12

Learner Outcome(s): To help students identify the health benefits of a tobacco-free life style.

Resources Needed: Posters, markers, paper and pencils, intercom, tobacco-free messages, VCR tape and library, and literature from the American Cancer Society.

Type of Service: Direct __x__ **Indirect**______ **Advocacy**______

Preparation for Service Activity:

1. Have students in Health class write out factual information about tobacco myths and give correct information over the intercom for one week.
2. Have student write a newsletter to the school paper called "Let's Quit."
3. Have students put up posters about tips for quitting and changes in a smoker's body after quitting around the school.
4. Get literature from the American Cancer Society to pass out at lunch.
5. Get a VCR tape to show over Channel One about a tobacco-free life style.

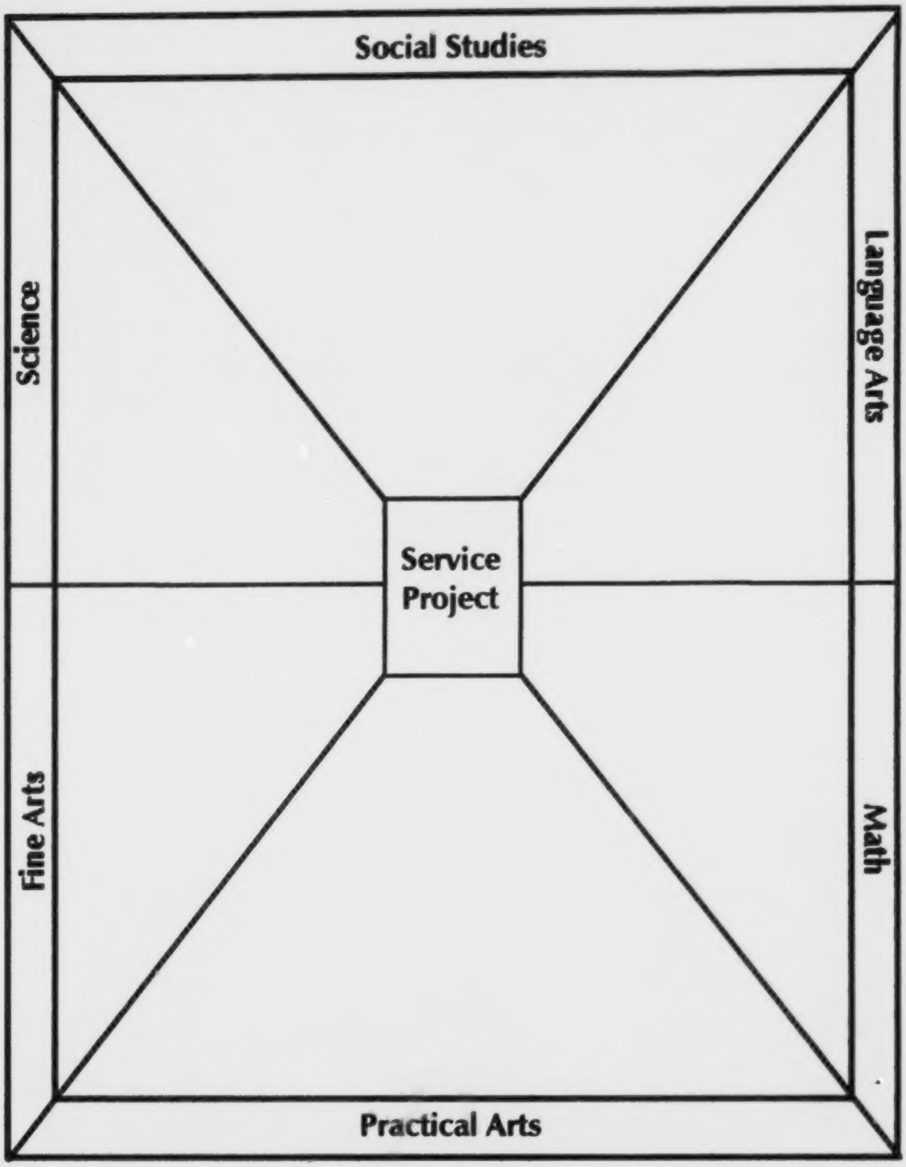
Service Activity: To provide the Student Body health facts about tobacco and your health.

Reflection Activity(s): H

1. Class discussion of the activities covered each day
2. Students collect all the information (writings, art work, photographs, etc.) and make a scrapbook of the week's events.

Celebration:

1. Give all students who work on the project a homework coupon.
2. Videotape the students working during the week and show to the class.

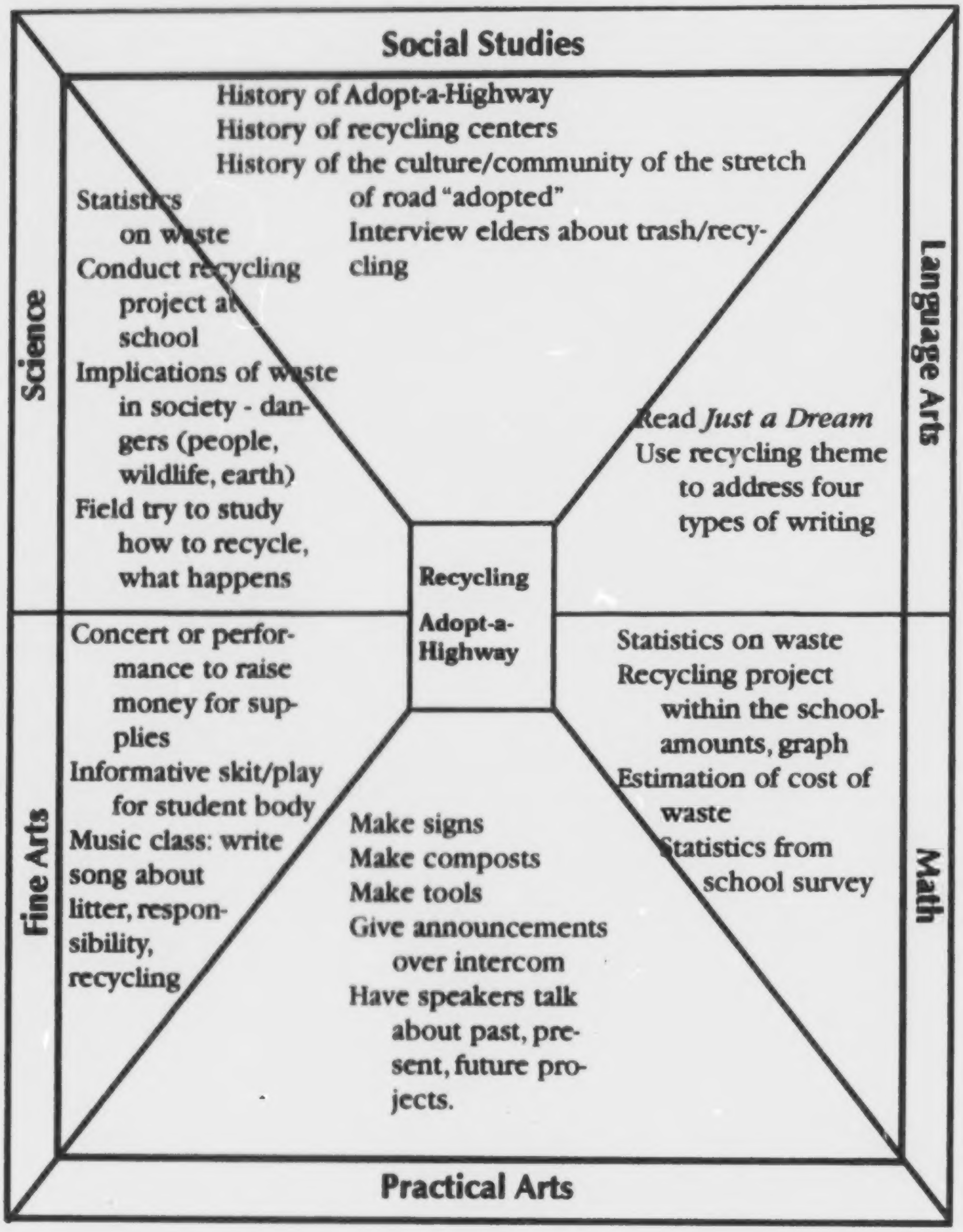


Interdisciplinary Theme Map

Suggestion:

Highlight or write activities to provide a profile:

- Preparation - Yellow
- Action - Green
- Reflection - Blue
- Celebration - Red



Social Studies

History of Adopt-a-Highway
History of recycling centers
History of the culture/community of the stretch of road "adopted"
Interview elders about trash/recycling

Science

Statistics on waste
Conduct recycling project at school
Implications of waste in society - dangers (people, wildlife, earth)
Field try to study how to recycle, what happens

Language Arts

Read *Just a Dream*
Use recycling theme to address four types of writing

Recycling

Adopt-a-Highway

Fine Arts

Concert or performance to raise money for supplies
Informative skit/play for student body
Music class: write song about litter, responsibility, recycling

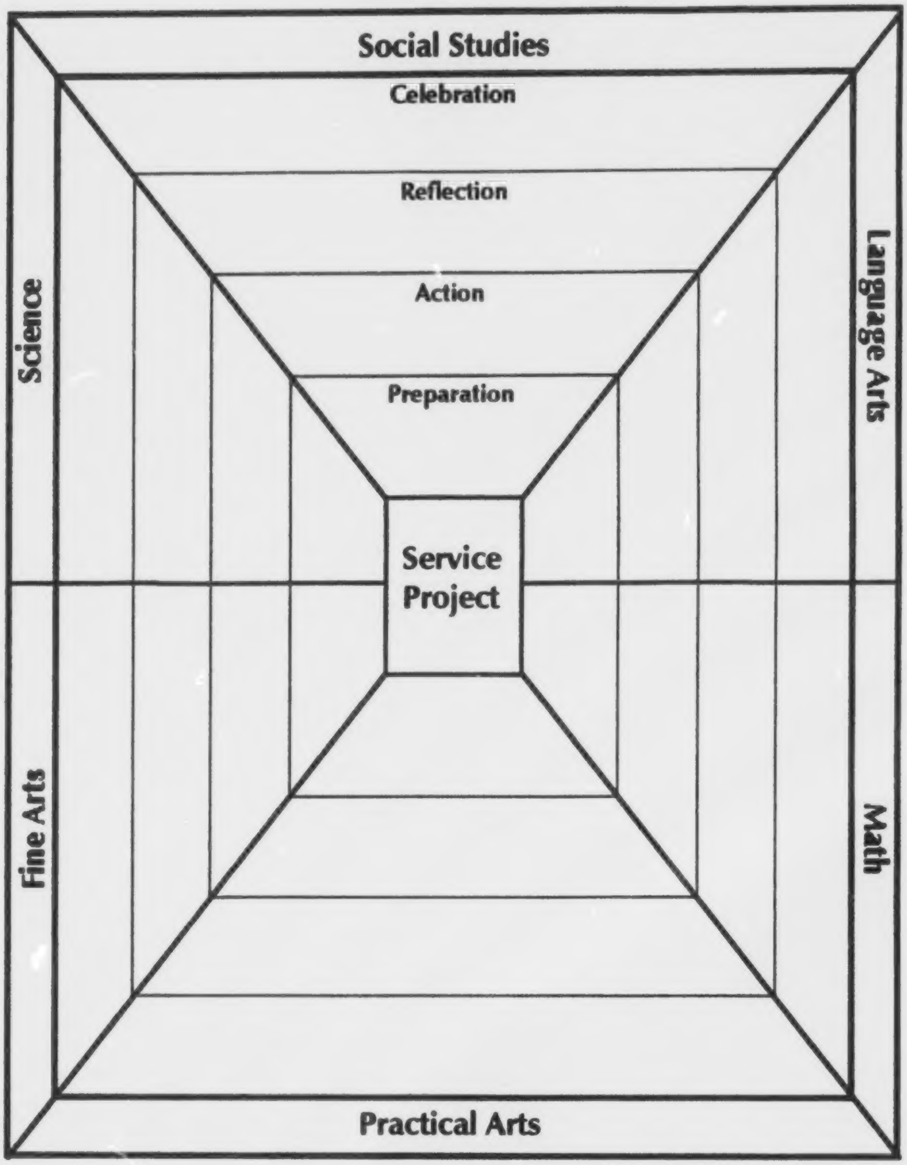
Math

Statistics on waste
Recycling project within the school-amounts, graph
Estimation of cost of waste
Statistics from school survey

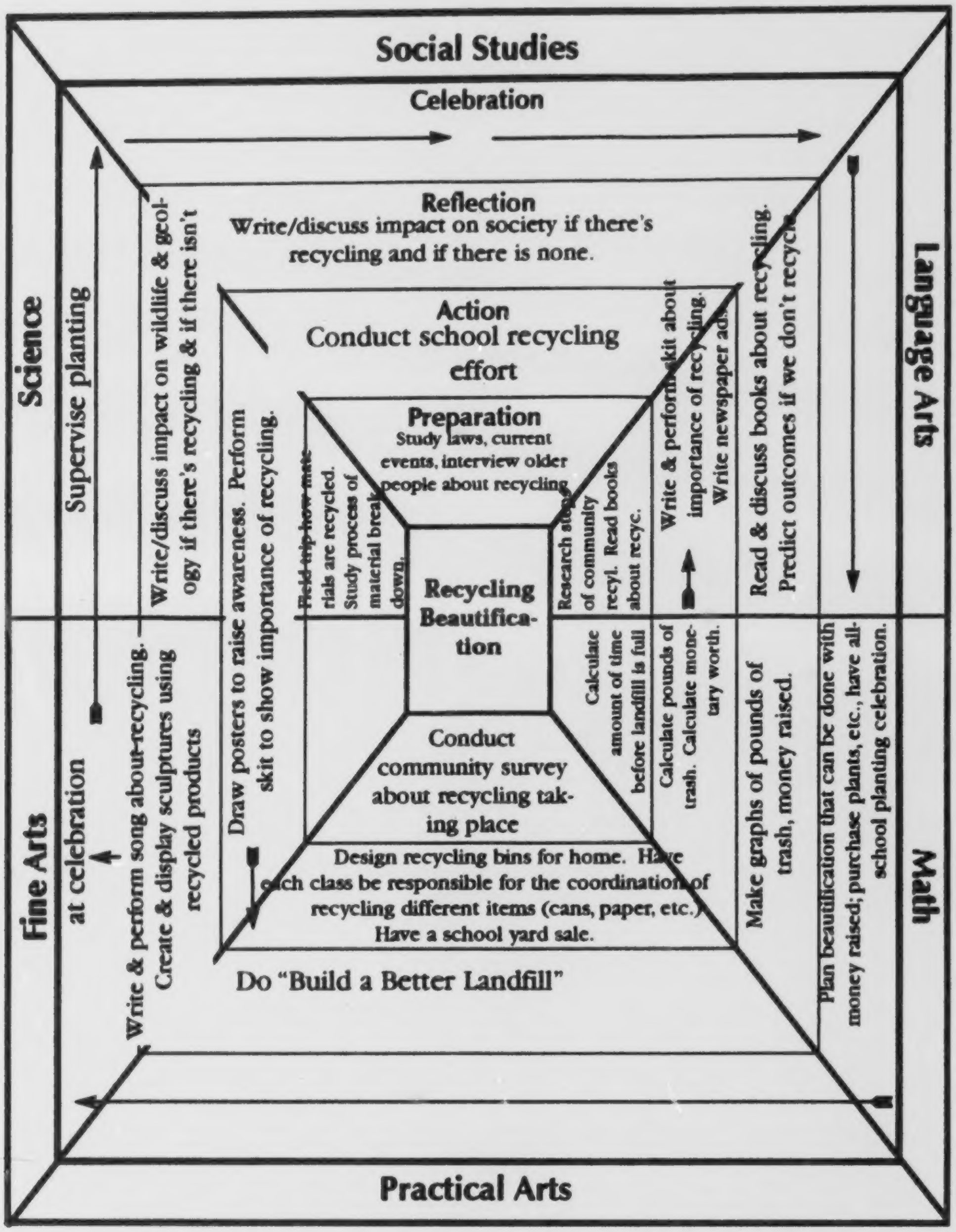
Practical Arts

Make signs
Make composts
Make tools
Give announcements over intercom
Have speakers talk about past, present, future projects.

Interdisciplinary Theme Map



Service-Learning Elements Theme Map



Social Studies

Celebration

Reflection
Write/discuss impact on society if there's recycling and if there is none.

Action
Conduct school recycling effort

Preparation
Study laws, current events, interview older people about recycling

Recycling Beautification

Conduct community survey about recycling taking place

Design recycling bins for home. Have each class be responsible for the coordination of recycling different items (cans, paper, etc.). Have a school yard sale.

Do "Build a Better Landfill"

Science

Supervise planting

Write/discuss impact on wildlife & geology if there's recycling & if there isn't

Draw posters to raise awareness. Perform skit to show importance of recycling.

Field trip-how materials are recycled. Study process of material break down.

Fine Arts

at celebration

Write & perform song about recycling. Create & display sculptures using recycled products

Language Arts

Read & discuss books about recycling. Predict outcomes if we don't recycle.

Write & perform skit about importance of recycling. Write newspaper ads.

Research study of community recyl. Read books about recyc.

Math

Plan beautification that can be done with money raised; purchase plants, etc., have all-school planting celebration.

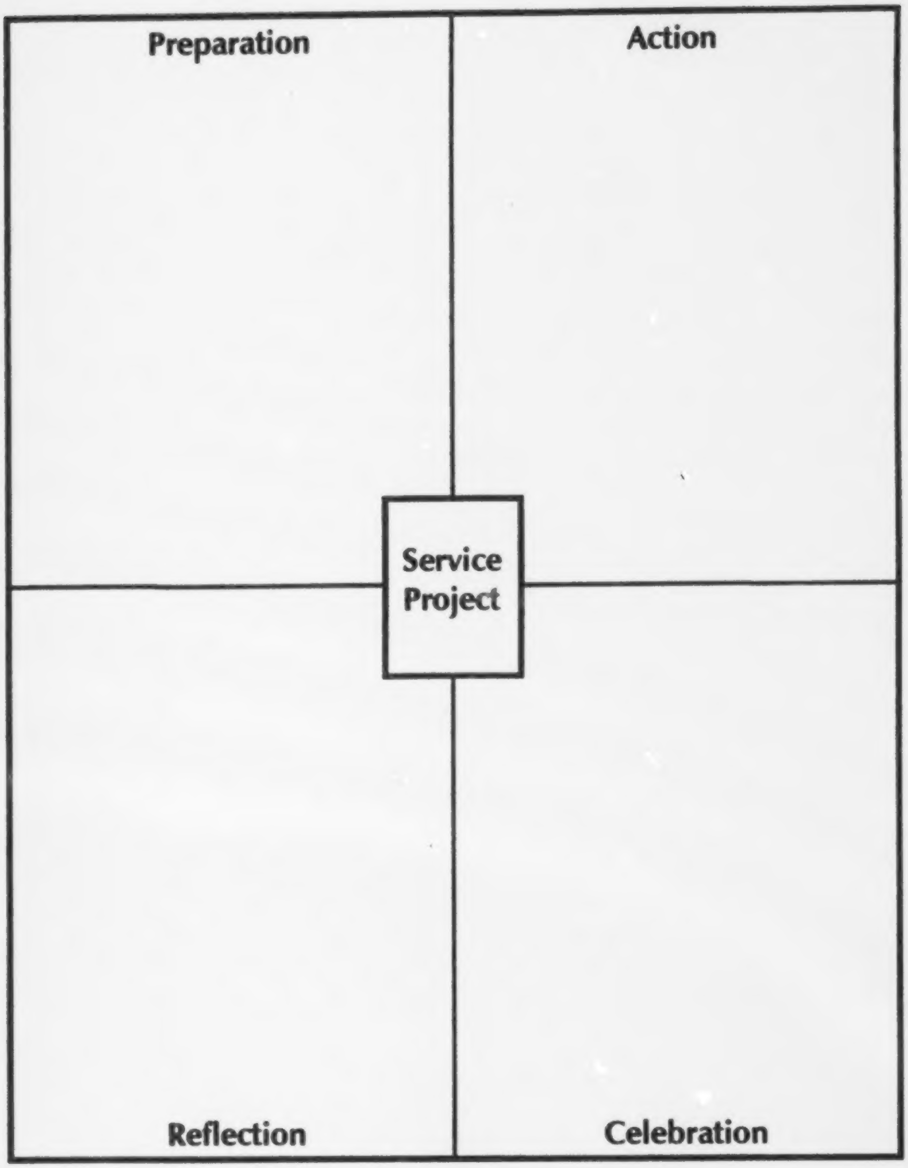
Make graphs of pounds of trash, money raised.

Calculate pounds of trash. Calculate monetary worth.

Calculate amount of time before landfill is full

Practical Arts

Service-Learning Elements Theme Map



Element Map

Suggestion:

Highlight or write activities to provide a profile:

Language Arts - Red
Math - Yellow
Social Studies - Orange
Fine Arts - Blue
Practical Arts- Purple
Science - Green

Aiding Abused Families

Preparation

- Study hand out on poverty (LA)
- Read *I Love You Forever* (LA)
- Discuss: types of family units (SS)
  - causes and types of abuse
  - social problems resulting from abuse.
- Learn about how stress affects the body (S).
- Learn about activities to relieve stress (S). Have students plan.
- Gather/study: abuse statistics (M)
  - convert to percentages, extrapolate figures
- Invite representative from shelter to speak (ALL)

Action

- Write children's books focusing on abuse & self-esteem (LA)
- Write advocacy letters asking for stricter laws, protection, better facilities, more funds (SS)
- Develop videotapes for PSAs (SS)
- Develop/implement helpers/counseling program (S)
- Implement stress-relieving activities (i.e. nature are, sports, etc. for school (awareness)/shelter residents) (S/PC, etc.)
- Do fundraising activity for shelter-graph money raised (M)
  - Prepare food for celebration picnic (PA)
  - Do tutoring at shelter (ALL)

Reflection

- Read *I Love You Forever* (LA)
- Write about how it would feel not to have family support (LA)
- Write skits and songs (FA)
- Write journal recording experiences.
- Write article for school newspaper.

Celebration

- Showing of PSAs (SS)
- Have a festival to display activities/products (ALL)
- Have a picnic inviting shelter residents (PA)

Element Map

Sample Agenda

Peer consultants will have to adjust to a variety of time constraints when working on curriculum integration of service learning. It will also make a difference whether or not the trainees need to work on basic understanding of their curriculum, its relatedness to real-life, and the relationships between the disciplines. The following agenda, including suggested activities, would be for a full-day workshop. However, if curricular understanding is already present, "Establishing the Foundation" can be eliminated.

What is Curriculum Integration of Service-Learning?

- review definitions of service learning, community service, volunteerism, etc.
- discuss differences
- formulate definition of curriculum integration and how it fits service learning

Why Should Service-Learning Be Integrated into the Curriculum?

- have teachers brainstorm benefits; discuss

How Do You Integrate Service-Learning into the Curriculum?

- discuss the various options for team make-up

Establishing the Foundation

- have teachers divide up and mind map their curriculum (depending on the group you are working with, group by grade level or subject area)
- have groups share mind maps
- have them look for interdisciplinary connections
- have them discuss why they teach what they do
- have them discuss how what they teach is used in real life

Approaches to Curriculum Integration

- share the two approaches and examples

Practice/Simulation/Application

- share examples and discuss what subject areas and curricular objectives they meet

- show NYLC's Route to Reform video in one of two ways:
  a. following each segment, stop video and discuss/list the curriculum objectives that were observed being met
  b. divide the teachers into three groups, having each group concentrating on one segment. Following the video have each group discuss/list the curriculum objectives they observed being met. Reconvene the whole group and have each of the small groups share.
- play the game Curriculum Connections.
- using an interdisciplinary theme map, have teachers select a service project and determine activities that will meet curricular objectives
- using their curricular mindmaps, have teachers study them and select service project(s) that will cover these objectives.

Integration in all phases

- using the theme map, have teachers mark elements as suggested
- transfer theme map information to the reformatted theme map specifying each element
- using the element map, complete as suggested.

INTEGRATION TOOLS

Writing for the Community (WFC)

Writing for the Community teaches middle school and high school students to become better writers, planners, and thinkers through projects that serve their schools and communities. Goals of WFC are to:

- promote action research, public service writing, and publishing projects that serve schools and communities;
- encourage cooperative groups to inform themselves and others about healthy behaviors and other vital issues;
- assist students and teachers who use telecommunications as a key feature of their projects;
- support partnerships among schools, colleges, local businesses, and community organizations.

To find out more about Writing for the Community, contact Write to Change, Inc., Clemson Writing in the Schools, 201 Strode Tower, Clemson University, Clemson, SC, 29634-1503, (803) 656-5388.

Using Children's Literature

Children's literature, picture books in particular, has been underutilized in service learning at the middle school and high school levels. Many of these publications can be incorporated into the instructional program for service learning at all stages - preparation, action, reflection, and celebration.

Following are several selections that have been used with great success. One example of use has been cited for each selection, however, most, if not all, have multiple uses.

Peet, B. (1972) *The Ant and the Elephant*. Boston. MA: Houghton Mifflin.

The animals need each other for help, but only the ant seems to understand how important it is to be rescued - and then return the kindness.

Preparation: helping others, showing appreciation, attitude

Silverstein, S. (1964) *The Giving Tree*. Harper Collins Publishers.

Through the story of a tree and a boy she loves, this parable offers an interpretation of the gift of giving and a serene acceptance of another's capacity to love in return.

Action: done in skit form, it demonstrates giving and appreciation.

Fox, M. (1985) *Wilfrid Gordon McDonald Partridge*. Brooklyn, NY: Kane/Miller.

Wilfred Gordon McDonald Partridge lives next door to an old folk's home. He knows everyone there, but his favorite person is Miss Nancy Alison Delacourt Cooper because she, too, has four names. When she appears to have lost her memory, Wilfred Gordon brings Miss Nancy a box of his own treasures. His kindness helps her find her memories again.

Reflection: objects that spark memory, feelings and action between people.

Brisson, P. (1994) Wanda's Roses. Honesdale, PA: Boyds Mills Press.

When Wanda finds a thornbush growing in an empty lot, she's convinced that it is a rosebush. She cleans up the lot and cares for the bush. Several of the neighbors help her get rid of the trash. They also suggest that the bush may not be a rosebush, but Wanda will not listen. When Wanda invites her neighbors to her rose garden for a party, everyone gets surprised.

Celebration: showing recognition of service, belief in others

Note: The infusion of writing and literature into all subject areas is one of the benefits of service learning and is an important element of curriculum integration.

Annotated Bibliography

Cairn, Rich & Coble, Teresa L. (1993) *Learning by Giving: K-8 Service-Learning Curriculum Guide.* National Youth Leadership Council, 1910 West County Road B, Roseville, MN 55113, (612) 631-3672.

This book provides teachers with concrete tools - including planning formats, sample lesson plans, program ideas, curriculum connections, and resource materials - to provide a framework for teachers to combine community service with achieving educational goals.

Cairn, Rich & Kielsmeier, James C. (Eds.) (1991) *Growing Hope: A Sourcebook on Integrating Youth Service Into School Curriculum.* National Youth Leadership Council, 1910 West County Road B, Roseville, MN 55113, (612) 631-3672.

This sourcebook offers comprehensive definitions, practical aids, sample program materials. and resource contacts to assist K-12 educators in developing new service learning programs as part of their curriculum.

Follman, Joseph; Watkins, James: and Wilkes, Diane. (1994) *Learning by Serving: 2,000 Ideas for Service-Learning Projects.* NEFEC/SERVE, Route 1, Box 8500, 3841 Reid Street, Palatka, FL 32177, (904) 329-3847.

This book offers a thorough discussion about initiating service learning, gives multiple examples of single discipline and multidisciplinary service learning projects, supplies helpful service learning tips, and provides useful resources.

Kinsley, Carol W. (Ed.) (1991) *Whole Learning Through Service: A Guide for Integrating Service Into the Curriculum, Kindergarten Through Eighth Grade.* Community Service Learning Center, 333 Bridge Street, Springfield, MA 01103, (413) 734-6857.

This curriculum manual demonstrates ways to integrate community service into learning through an interdisciplinary process. It provides instructional units focusing on service themes for kindergarten through eighth grade.

National Dropout Prevention Center. (1995) *Curriculum Connections.* [Game] National Dropout Prevention Center, Clemson University, 205 Martin Street, Clemson, SC 29634-5111, (803) 656-2599.

This board game provides a novel way to initiate teachers into the concept of integrating service learning into the curriculum by having them work in teams to develop interdisciplinary plans.

National Youth Leadership Council. (1994) *Route to Reform: K-8 Service Learning Curriculum.* National Youth Leadership Council, 1910 County Road B, Roseville, MN 55113, (612) 631-3672.

A compilation of more than 50 descriptions of effective service learning projects, grades K-8. A number of descriptions include annotated bibliographies.

National Youth Leadership Council. (1994) *Route to Reform: Service Learning and School Improvement.* [Video] National Youth Leadership Council, 1910 West County Road B, Roseville, MN 55113, (612) 631-3672.

Three schools - an elementary, a middle, and a high school - provide examples of interdisciplinary projects underway in Minnesota, Illinois, and Washington.

An additional valuable resource is the Maryland Student Service Alliance, Maryland Department of Education, 200 West Baltimore Street, Baltimore, MD 21202, (401) 333-2427. They have a series of manuals devoted to curriculum integration in the elementary school, the middle school, the high school, and in special education.

Developing a Community Service-Learning Unit

Carol Kinsley

Identify the need and your theme:

Define your goal:

Determine your learning objectives:

a. Select content. Will you connect the theme to a core curriculum area and then connect other curriculum areas to build the unit? Example theme: Identify science as the core area and a conservation project as the service experience, then determine how you can connect art, math, language arts, health, social studies, etc. into a unit.

OR

Select a service experience and build a unit based on the experience. Example theme: Identify homelessness as your theme and decide to provide several lunches for the local soup kitchen. Core curriculum could be health or social studies. Determine how other curriculum areas could be connected to the unit.

b. Identify your community partner(s)

c. Select and organize curriculum, service experience(s) and activities. How can you involve problem-solving, multiculturalism, observation, and active learning?

d. What student outcomes do you anticipate?

e. How are you going to coordinate with the community? Are you going to need additional resources? Can local college students, your school advisory committee, PTO provide assistance?

f. How are you going to build reflection into the project? This is a key element of community service-learning and gives students an understanding of the meaning of the experience and the importance of their effort to the community.

g. How will you celebrate?

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Community Service-Learning Unit Worksheet

Identify school/community/global need and develop theme:

Goal of the unit:

Core curriculum and connections/service experience:

Community partner(s):

Learning outcomes/assessment process:

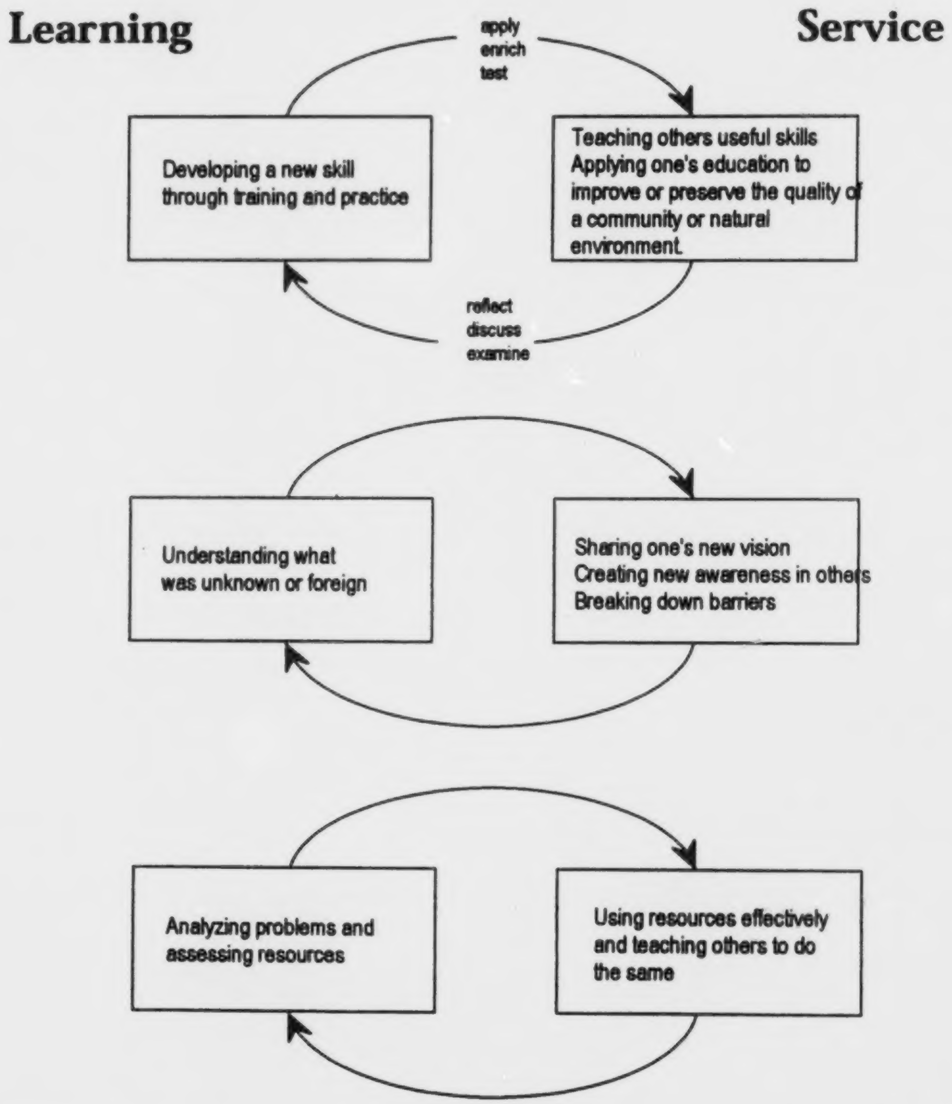
Activities:

Reflection:

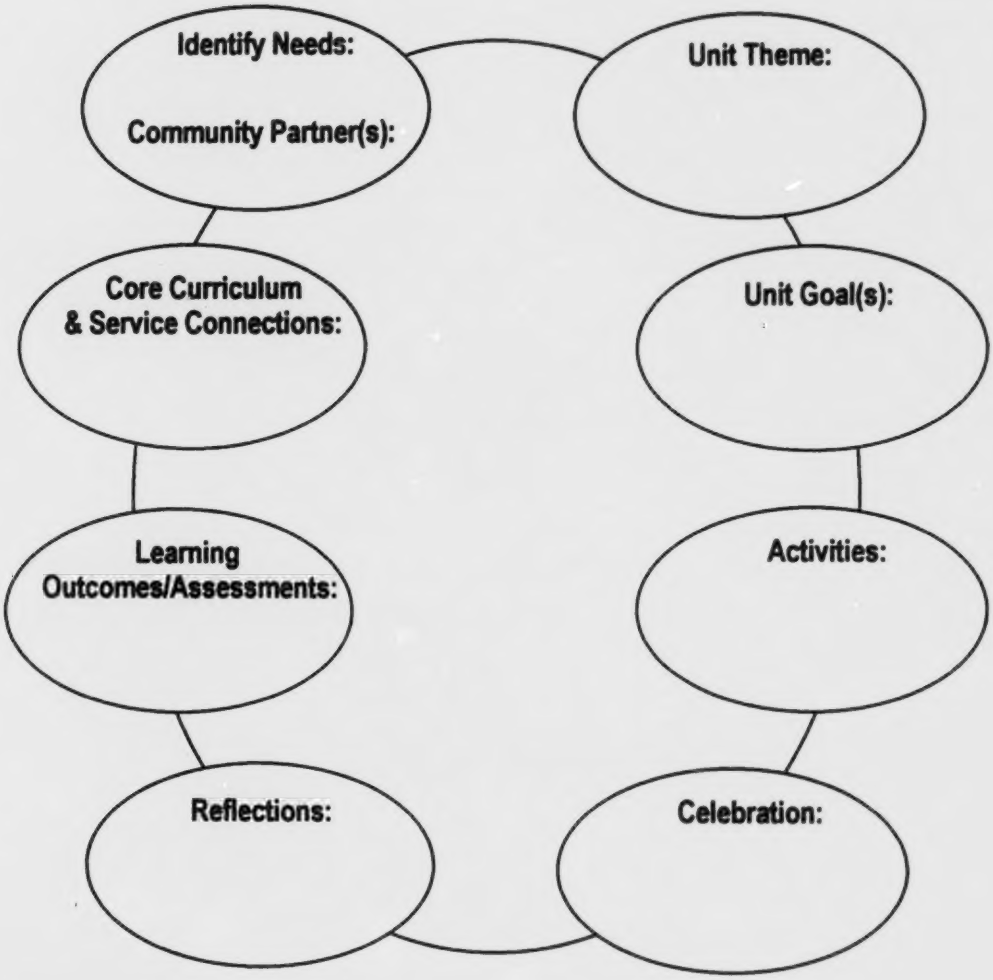
Celebration:

Creating a Community Service-Learning Curriculum

Community Service-Learning uses service and activities related to social and environmental issues as vehicles to acquire, apply, and practice skills related to concepts learning in the classroom.

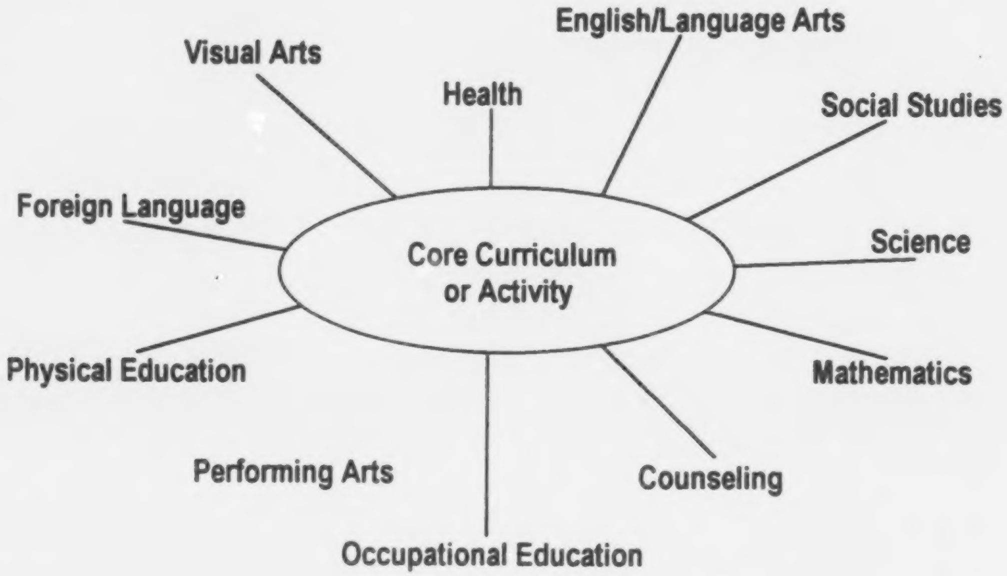

Learning
Service
apply
enrich
test
Developing a new skill through training and practice
Teaching others useful skills
Applying one's education to improve or preserve the quality of a community or natural environment.
reflect
discuss
examine
Understanding what was unknown or foreign
Sharing one's new vision
Creating new awareness in others
Breaking down barriers
Analyzing problems and assessing resources
Using resources effectively and teaching others to do the same

Developing a Community Service-Learning Unit



Creating a Community Service-Learning Curriculum

The unit method approach organizes learning around a theme or content area. Other disciplines are connected to the theme through a series of learning activities meeting curriculum objectives to give students an understanding of how the disciplines interrelate.



Ways to Infuse Community Service into Learning

- Examine issues and share results
- Teach others
    - Peer helping
    - Content Material
    - Tutoring
- Integration of service experiences into curriculum
    - A motivating activity
    - A culminating activity
    - Development of a product
    - Thematic unit
- Internship
- Mediation
- Inclusion

Reflection

Harry C. Silcox

Introduction

This module includes a summary of materials currently used to support reflection in the service learning movement. Crucial information presented includes:

1. Introductory materials on Reflection by Diane Hedin and Dan Conrad
2. Reflective teaching techniques that use eleven different forms of reflection rather than just using journals and asking how participants feel about service
3. Bibliography

Reflection

Reflective learning techniques are not the lone providence of service activities. All thinking and dialogue requires some form of reflection if learning is to take place. Individuals need time and reconsideration of events to put facts and ideas into sequence and eventually into a better understanding as to what happened during a specific event. Everyone in his or her lifetime will be required to repeat this process endlessly. Nevertheless, schools do little to prepare their students for reflection.

Reflection activities allow students a sense of intellectual ownership and a better understanding of themselves and their own abilities. Reflection is more than problem solving which has an excessive concern for right answers. It focuses on how questions arise. This always requires greater synthesis and creativity than does simple answers.

For the larger version of this module (27 pages), write:
Dr. Harry Silcox
PA Institute for Environmental & Community Service-Learning
Philadelphia College of Textiles & Science
Henry Ave. and Schoolhouse Lane
Philadelphia, PA 19144

Service projects in the community set-up a multifaceted and potentially challenging situation that encourages students to frame their own questions. Clearly the questions a student poses about his or her community are usually much more profound than are correct answers to textbook questions.

What is Reflection?

There are as many definitions of reflection as there are service learning professionals. While preparing this packet, we found that most articles on the reflection process do not contain a definition. The few that we found include:

> Through reflection, practitioners can surface and criticize the tacit understandings that have grown up around the repetitive experiences of a specialized practice, and can make new sense of the situations of uncertainty or uniqueness which he may allow himself to experience.
>
> Donald A. Schön
> *The Reflective Practitioner*

> Reflection is a skill, more accurately a cluster of skills, involving observation, asking questions and putting facts, ideas, and experiences together to add new meaning to them all. Learning to learn in this way, and instilling the practice as a habit, can allow program experiences to live on in the students' lives in new experiences and new learning.
>
> Dan Conrad & Diane Hedin
>
> *Youth Service: A guidebook for Developing and Operating Effective Programs*

> Reflection involves the use of creative and critical thinking skills in order to help prepare for, to succeed in, and to learn from the service experience and then to connect that service experience with broader issues and outcomes.
>
> James and Pamela Toole

Though it is difficult to define, **reflection is critical to the service learning process, since this is where the true learning takes place.** There are many methods of reflection. Before determining the method of reflection, an educator must decide what student outcomes are desired, as **each type of reflection carries with it different outcomes.** Conrad & Hedin (1987) list the following outcomes of service learning projects/ reflection sessions:

Academic Learning

- Improved basic skills.
- Better learning of subject matter.
- Higher level thinking and problem solving.
- Learning to learn from experience.

Personal Development

- Awareness of change in oneself.
- A sense of community.
- Taking charge of life.

Program Improvement

- Improved performance of the Service.
- Improved service program.

The work of Conrad and Hedin, especially in the field of reflection remains crucial to those in the service learning field. Although written some seven years ago, excerpts from the article that follows remains the best place to start learning about reflection.

Learning From Service

Experience Is the Best Teacher — Or Is It?

By Dan Conrad & Diane Hedin
Independent Sector

Youth Service: A Guidebook for Developing and Operating Effective Programs.

> *Today I got to the nursing home at 2:00. Talked to some ladies. Passed out popcorn at the movie. Went home at 4:00.*
>
> *—From a student's journal*

The student quoted above was surrounded by human drama. On every side were loneliness, love, struggle, joy, death, dignity, injustice, and concern. There were people with wisdom she could draw upon, and with pains she could ease. There were more than a dozen health-related careers to observe. She missed it all.

The same barren sentences were entered in her journal, twice weekly, for six weeks. She was in a youth service program where she had chosen her own assignment. She was needed there. She was engaged in tasks that mattered to others. But she'd seen, felt, and experienced virtually nothing.

It's not supposed to be that way. People are supposed to learn from experience. In fact, a central part of the case for youth service rests on claims for the possibility even necessity, of learning from experience.

To say that experience is a good teacher, however, does not imply that it's easily or automatically so. If it were, we'd all be a lot wiser than we are. It's true that we can learn from experience. We may also learn nothing. Or we may, like Mark Twain's cat who learned from sitting on a hot stove lid never to sit again, learn the wrong lesson. The key, as Aldous Huxley explained, is that "experience is not what happens to a man; it is what a man does with what happened to him."

"Reflection ... can allow program experiences to live on in the students' lives in new experiences and new learning."

Rewards of Reflection

The purpose of this module is to provide practical suggestions for encouraging young people to reflect on their experiences: to think about them, write about them, share them with others, learn from them.

This is not so easy to accomplish. Serious reflection is seldom the preferred activity of active young people. Its value is not always immediately obvious, and is never guaranteed.

It is important, then to be able to answer with conviction the question: "Why do it?" Three kinds of benefits are described below: improved academic learning, personal development, and program improvement.

Academic Learning

Improved basic skills.

Improving reading, writing, and speaking abilities are a deliberate aim of many youth service programs. Writing about and discussing their experiences and reading about their area of service is an engaging way for students to practice these basic skills.

Better learning of subject matter.

A major goal of many school-based programs is to enhance learning by giving students the opportunity to apply knowledge and to practice skills learned in the classroom: helping in a day-care center as part of a child development class or interning at city hall as part of a civics class are two obvious examples.

Since the "real world" is, by nature, not organized by academic disciplines, a side benefit is that students learn not only about one particular subject, but also about the interrelationships between that subject and many others.

"Being able to learn from experience ... increases our capacity to influence subsequent experiences."

Higher level thinking and problem solving.

Being able to analyze problems, generate alternatives, and anticipate consequences are critical skills in any area of life. **A national study of 30 school-sponsored youth participation programs revealed that the key factor in stimulating complex thinking and improving the problem-solving ability of students was the existence, regularity, and quality of a reflective component** (Conrad & Hedin, 1982).

Learning to learn from experience.

Reflection is a skill, more accurately a cluster of skills, involving observation, asking questions, and putting facts, ideas, and experiences together to add new meaning to them all. Learning to learn in this way, and instilling the practice as a habit. can allow program experiences to live on in the students' lives in new experiences and new learning.

Personal Development

Awareness of changes in oneself.

Meeting with other volunteers provides the opportunity to share successes and failures, to call on the help and advice of others, and to gain support, recognition, and a sense of belonging too some greater effort. It also develops a sense of ownership of the project and a commitment to its success.

Taking charge of life.

Being able to learn from experience gives us the power to influence the meaning and impact of things that we do or that happen to us. It also increases our capacity to influence subsequent experiences. It puts us in charge by providing a clearer understanding of the world, a heightened sense of who we are and can be, and an increased capacity and inclination to empower others.

Program Improvement

Improved service.

A major reason for including time for reflection is to improve the quality of service. Reflection, considered in this light, includes such things as learning specific skills required by the project, problem solving, brainstorming, devising plans and strategies, and working on communication skills. As a general rule, the more practical the sessions and the more obviously related to the service experience, the more important they will seem and the more energetically the volunteers will participate.

Improved program.

For a program director, the ongoing feedback from participants on how things are going and discussions of how to make them go better is invaluable.

Times of Reflection

In many cases the real question is not whether to encourage reflection, but where and when to do so. The following approaches commonly are used, often in combination.

- Individual conferences.
- Brief daily meetings.
- Weekly group meetings.
- Periodic workshops.

Organizing the Reflective Component

Learning activities can be organized into the three phases of a program which we refer to as the "three Ps"

- Preparation — Learning activities conducted prior to a student's volunteer work;
    1. Build cohesion within the group
    2. Clarify responsibilities and expectations
    3. Explore service options
    4. Arouse interest in and commitment to the program
    5. Assess the values, knowledge, and skills

6. Develop background information
7. Develop and practice skills

- Processing — Assisting students during their service placement to understand the setting, their feelings and to solve problems which arise

  It is in the day-to-day processing of experience that we realize, or miss, the limitless potential for learning from service. Processing experience always means thinking about it, being consciously engaged in it. This conscious engagement will take many forms: observing, thinking, talking, listening, asking questions, writing, reading, creating, and more. The unique value of the result lies in its personal nature: personally discovered knowledge, personally formed ideas, and personally acquired values and beliefs.

- Product — Activities designed to achieve closure and pull together the strands of experience

  Service programs almost always will be strengthened if participants work toward some product that summarizes and integrates their previous work. The product may center on the achievements of individuals and/or what was gained by the group.

  There should be the opportunity, even the requirement, for individuals to articulate what has been gained. It is in giving expression to what we have learned that learning is solidified, clarified, and incorporated into our being. Some ways to encourage this follow:

1. Have each participant prepare a "tip sheet"
2. Have each participant write an informal essay or structured research paper
3. The project itself may culminate in an event or a product (i.e. one way to do this is to produce a lasting document on the project: a photo essay, videotape, booklet, or slide presentation.
4. Student groups also might make a formal presentation (i.e. to a school principal or board member, or to the city council, school board, parents, or other students.

Reflection Techniques Tied to Specific Outcomes

Another way to examine reflection is by using the chart done by Harry C. Silcox, at the Pennsylvania Institute for Service Learning. In all, eleven forms of reflection are part of six categories of outcomes.

A short description of each of these forms of reflection will help the reader to get some idea of how one might structure reflection to gain an outcome.

1. Random Reading

In random reading the reader selects anything that they might enjoy reading and are asked to be prepared to share their thoughts about what they read. To encourage reflection, comments must be descriptive and not evaluative. What were the dilemmas presented in the book? Did you learn anything that changes how you view the activities in which you are involved?

2. Directed Reading

The selection of reading materials that supports an experience or that will help enrich an experience. The current best example is the Outward Bound Hurricane Island Book that has been in use for thirty years. In focusing on courage, leadership, and wilderness, the readings provide reinforcement for the Outward Bound experience. It uses the service experience to promote togetherness in a group. Readings can be directly related to experience and can form the cognitive connection to increase understanding and memory retention in the learner.

3. Journal Writing

Writing of personal beliefs, attitudes and experience and how they interact with attitudes and values of an individual. A Journal is private and not open to public discussion. The basic value of such writing is for the individual and this outcome will not change in the process. If such journals are read publicly the process is broken since the individual will not trust the teacher. This acts as a deterrent and discourages students from writing their innermost thoughts.

4. Directed Writing

Writing to fill specific request that can support a reflective session. Directed writing can be highly cognitive if assigned properly.

5. Oral (Tell what was done and how the participant felt about it.)

This is the most widely used form of reflection. It is a good way to develop group spirit and cohesiveness, but a poor way to gain cognitive knowledge. However, it is overdone by service learning teachers and advocates to the point of being boring. A variety of reflection sessions work best with a group.

6. Oral (Student as Expert)

Each student in the room is given a project and expected to become an expert in that area of study. Each class discussion that involves that area of study is referred to the student assigned to that area. Students as experts is a highly cognitive form of reflection that requires many experiences and directed reading assignments. In its final form it will resemble an apprenticeship model with a mentor and passing the information to a learner.

7. Oral (Cognitive Learning Session) Facilitator and Commentator

First mentioned by Mary Kennedy at Michigan State, the commentator is an essential individual in cognitive learning reflection. Kennedy states that the facilitator has enough to do to keep the conversation alive and active. A commentator (listener who can stop the action) is necessary to focus the group on the cognitive activities of the reflective session. Commentators can be teachers and facilitators can be students. Student leadership is high in this form of reflection.

8. Object Reflection

To reflect on an object that can tell the story of an event more than can be done by watching an event. It becomes the story behind the story.

Object Reflection utilizes an object, such as a work of art or a historical artifact, as the focus of the reflection. The ideal object gets the participants engaged in their own learning development so they can watch themselves grow as learners. Every answer given by a student is important; even wrong answers can stimulate ideas in someone else and adds to the body of knowledge that is building as the group tries to identify an object. The object serves as a springboard for cognitive learning. Silcox (1993) cites the following example:

> **The Civil War Bullet:** For training purposes at the Institute we have used a Civil War Bullet. Each person in the reflective sessions is asked to touch it, hold it, and look at it to decide what it

is. The story that it tells the group is filled with intrigue, military strategy, specific metal making skills of a bygone day, techniques of riflery, and a tale from a battlefield. Through Socratic questioning, the group is able to discuss Civil War battles, Civil War manufacturing, Civil War hospitals, the psychology of the men going into battle, and the story of how one little bullet changed the face of war for all mankind. The bullet becomes more than a bullet, and the group becomes more than the individuals it contains.

9. Structured Activity

One day service event, rope climb, wall climb or role play.

A structured activity is anything a group can do together that has built within it a mutual experience. The best thing about this form of reflection is that it can be used on a one day basis with other forms of reflection.

10. Creative Activity

Video presentation, computerized programs, puppet show, dramatic presentation

Dramatic presentations carry with it two forms of reflection - the actor and the audience. The same can be said of any art show or presentation. The audience perceives one thing and the performance another. Reflection processing becomes a mirror for the participants when this creative activity is used.

11. Pre-reflection (The use of reflection prior to the experience)

Diana Falk of Mineola High School in Garden City Park, New York conducts what she calls preflection sessions. Using the inferencing skills of the students, she asks them to picture what the service experience will be like. Once written these predictions are saved for later use. When the service is over, Diana begins her reflection session by reviewing what the students wrote prior to the service. The impact on the student service-learners adds to the relevance of the experience and sets the stage for the direction of the conversation that follows. Falk, in describing this process, notes that preflection will give contrast to what is believed about a service situation and what practitioners find in service. It is this contrast that deepens insights and focuses discussions that are more meaningful to the participants.

Suggested Questions for Reflection

(Conrad & Hedin, 1987)

About Your Work

- What do you do on a typical day at your placement?
- How has this changed since you first began there (different activities, more or less responsibilities, etc.)?
- Tell about the best thing that happened this week; something someone said or did, something you said or did, a feeling, an insight, a goal accomplished.
- What's the most difficult part of your work?
- What thing (or things) did you dislike most this week? Why?
- If you were in charge of the place where you volunteer, what would you do to improve it?
- If you were the supervisor, would you have the volunteers do anything different from what you are doing? Would you treat them differently?
- Tell about a person there who you find interesting or challenging to be with. Explain why.
- What do you feel is your main contribution?
- If a time warp placed you back at the first day of this program, what would you do differently the second time around?

About You

- How do people see you there? As a staff member? a friend? a student - or what? What do you feel like when you're there?
- What did someone say to you that surprised you? Why?
- What compliments have been given and what did they mean to you? How did you react? What about criticism and your reaction to them?
- Did you take (or avoid taking) some risk this week? Were there things you wanted to say or do that you didn't say or do?
- What happened that made you feel you would (or would not) like to do this as a career?
- What kind of person does it take to be successful at the kind of work you do (as volunteer, as a career)?

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- What did you do this week that made you proud? Why?
- What feeling or idea about yourself seemed especially strong today?
- What insights have you gained into people (what makes them happy or sad, successful or failures, pleasant or unpleasant. healthy or sick, etc.)?
- How similar is your impression of yourself to the impression others seem to have of you?
- Tell about something you learned as a result of a disappointment or even a failure.
- Think back on a moment when you felt especially happy or satisfied. What does that tell you about yourself?

Getting Beyond the Knowledge Level

The idea of a teacher modeling critical thinking skills forms the basis for more cognitive reflective teaching sessions. Making sense out of the experience becomes the most cognitive act for preparing students for a world oversupplied with information and promises to form the basis of education in the 21st century.

Helpful to all who are using reflective teaching techniques is knowing the role of the facilitator. What follows is a chart of the most common questions and techniques used by facilitators. These should be studied and used during reflection sessions.

Facilitator Worksheet

Most failures in cognitive reflective teaching sessions result from an inability of the facilitator to stimulate conversation. There can be little constructive learning in a session that lacks concentration. enthusiasm. and purpose stifled by a lack of understanding as to how to stimulate conversation. Listed below are certain phrases and sentences meant to stimulate meaningful dialogue. These are essential tools for the facilitator.

Use them as they appropriately fit the circumstance of the reflection session.

Questions that Prompt Reflection

Can you talk more about that?

Why do you think that happens?

What evidence do you have about that?

What does this remind you of?

Do you see a connection between this and ______?

How else could you approach that?

What do you want to happen?

How could you do that?

Affirmation that Supports Reflection

You can find a way that works for you when you are ready.

I like talking like this.

You can grow at your own pace.

You can experiment and explore. I will help you.

You can learn from what doesn't work for you.

Your reflections are important.

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Celebration

Harry Silcox

Introduction

This module was written to give service-learning practitioners some ideas and insights into recognition and celebration as they are used in relation to service projects.

Recognition and Celebration

> *Recognition is so easy to do and so inexpensive to distribute that there is simply no excuse for not doing it.*
>
> Rosabeth Moss Kanter, Author and Management Consultant

The service movement has a long history of relying upon recognition and celebration to motivate students. Recognition has been practiced on a continual basis and celebrations have been used to mark a year of service activity. However, most literature dealing with recognition and celebration is found in a number of different fields of study. Business research leads the way with numerous studies into the effects of recognition and celebration on employee motivation. Therefore, this module will rely on these business practices and current practices in the service-learning field to clarify the meaning and significance of recognition and celebration.

Celebrations and recognition are important to the closure of service projects. It is an act of completion, a finalization of the project, or a shouting to the world that "we are finished." Roscoe Wilson, Executive Director of the East Arkansas Wilderness Institute speaks to this point when he tells of the daily routine of the incarcerated youth under his charge. "We're very big on the work ethic. Most of these kids have never finished anything in their lives." Self-directed projects are among the most satisfying events a human can experience. To start with an idea and develop it into some recognizable form or institution is among man's highest endeavors.

Recognition can be best understood as a powerful motivational force. An examination of practices in service celebrations and recognition produced six types of recognition currently in use. These types range from least powerful to most powerful on a continuum chart. Examples of each type follow:

1. Perfunctory Formal Recognition

(This can be a good activity since the individual can set his/her sights on being recognized by focusing on a specific award.)

San Diego Urban Corps

The UCO News is published throughout the year by the San Diego Urban Corps. The entire newsletter is devoted to recognizing and commending corps members. A significant portion of the newsletter is devoted to reflection by the corps members. Done in poetry, these articles are sincere in quality, specific to accomplishments, and all reflect incidents in the corps.

2. Informal Recognition

(Given daily as part of a routine)

Philadelphia Youth Service Corps

As a standard practice, projects last no more than four to six weeks. Each individual who has a project done by the corps must be willing to meet with corps members after the project is completed and thank them for the service. Part of that message includes telling those who worked on the project the value of the work to the community. Projects are not accepted without such an agreement by the one setting up the service.

3. Recognition Consisting of Outside Guests or Political Figures

Job Training for Beaver County, Inc.

The Valley Tribune North announced that youth from the summer job were visited by Lieutenant Governor Mark Singel. The youth set-up and cleaned-up a senior citizen picnic area in Beaver County.

The high school and college students from Beaver, Armstrong and Indiana counties were honored at Blue Spruce Park. As part of the event there was a softball game, canoeing in the man-made lake, and eating hot dogs.

The corps built bridges and hiking trails during the summer. Once a construction job is completed, a sign with the name of the youth corps' crew members is put on it.

4. Recognition Including a Party or Event

Southern Alleghenies Planning and Development Commission

The Mountaineer Herald- Edensburg, PA

Members of the Appalachian Youth Service Community Conservation Corps were honored at Dunman Park. Awards were made following a morning recap of five projects completed this summer and picnic cook-out lunch. Some of the projects completed were:

> Dunman Lake Park - construction of a 30 x 60 foot pavilion
>
> Cambria County - construction of a gazebo and eight park benches, park renovations, and watershed improvement.
>
> Edensburg Center - ground maintenance and construction of pavilions.
>
> Edensburg - construction of a Wilderness Challenge Course, pavilion nature trail.

5. Recognition Including a Celebration of Service by Doing Service for Others.

Olney High School Literacy Corps Celebration

Teacher Myra Olshansky, sponsor of the Olney High School Literacy Corps arranged a uniquely different kind of celebration. Her corps members invited the elementary school teacher and the class that they tutored to Olney High School for a special morning program. These were all feeder schools to the high school. It began at 10:00 A.M. and contained some twelve elementary classrooms and teachers from ten different schools.

In all, there were ten elementary schools present that totaled some 300 first and second grade students. The senior high students arranged to have a corsage for each teacher they had worked with over the year. The class applauded loudly for their teacher and the senior high student who had tutored them in the classroom. After these presentations the twelfth grade students preceded to put on a show to entertain the groups. Music, singing and dancing filled the stage to the enjoyment of the audience.

When I arrived it was not clear what was going to happen in the program. However, the atmosphere in the auditorium was warm and nurturing. I noticed one young man with what can best be called a "different hair cut" and rings in his nose and ears. He looked something like a youth straight out of a modern version of West Side Story. But his confidence and demeanor radiated positive feelings. When he walked over to a first grade class and shook the teacher's hand. five children got out of their seats to hug his legs and cling to him. My personal curiosity led me to go over to the elementary teacher and question her about the young man. Her response was that he had worked with the class for a year and that he had been such a great help that she wondered how next year's class would be without him. It was clear that initial appearances meant little. Nose rings don't determine the character of the individual!

The singularly most important thing about this celebration was that the high school seniors celebrated their year of work with a group of elementary students by preparing a program for the teacher and children they had served. Celebrations and recognitions aimed at someone else's enjoyment has built within it the satisfaction of providing a special event for others. What better way to celebrate service then by doing service?

6. Systematic Recognition

Systematic recognition is:

- built in the design of the project
- practiced daily through praise and promotion of dignity in the individual
- celebrated by group participation in an activity at the end of the project

National Youth Leadership Council Teacher Training - Wilder Forest

One of the most dramatic celebrations held each year is the National Youth Leadership Council's closing exercises to a week long training session at Wilder Forest in Minnesota. The week is planned and conducted by Pam and Jim Toole, who rank among the best trainers in the country. Besides being trained in service-learning techniques, the group is exposed to active-learning and a process in group dynamics that brings everyone together in a recognition of the unique differences and strengths of each individual.

Throughout the week planned activities and learning sessions were used to recognize the dignity and the skills of each individual by providing everyone with opportunities for expression and recognition.

Groups were mixed and matched to encourage those at the conference to both respect and recognize the value of each individual to the group. This internal structuring of activities and events had as a major thrust the recognition of each group member.

The last activity of the group is a campfire ceremony in which each group must perform a skit. Each skit tells about the evolution of events and feelings of the group. The participants laugh with one another and share emotional experiences that go to the core of human understanding. The final portion of the evening is devoted to reflective testimonials about what the week meant to them. This is a voluntary event that is done only by those who choose to have their story told.

The basic strategy in this activity is to recognize as many people as possible and to plan an event so that everyone will participate. The people in the group each provide energy and a spirit of humanity that gives one the everlasting reward of having known and worked with the finest group of teachers ever assembled. Recognition that includes everyone in the group has the greatest affect on promoting the goodwill of the group. Group memorials promote a community of feeling and a feeling of respect for life and the beauty of remembering.

Recognition Continuum Chart

Least Powerful ←→ **Most Powerful**

1	2	3	4	5	6
Perfunctory Formal Recognition	Informal Recognition	Recognition that consists of outside guests or political figures	Recognition that includes a party or event	Recognition that includes a celebration of service by doing service for others	Systematic Recognition that includes proper use of praise, reprimand, and celebration

The above recognition continuum chart is meant as a guide to those conducting service-learning programs. Its meaning is clear. All recognition techniques are valuable and useful to the service-learning field. However, the power of the event on participants increases when

1)there is planning that builds continuous recognition into the project,

2)when there is a process by which everyone can participate in the event, and

3)when service for others is part of the celebration.

Recognition to be successful must move beyond the perfunctory formal stage to systematic planned recognition

Techniques Used in Business to Recognize Workers

Recognition is not a new technique discovered by the service-learning movement but rather a technique adopted from long standing practices in business. Considered by business people to be a means of motivating workers, recognition has been a mainstay in most companies.

Professor Miriam Y. Lacey, of Pepperdine University and former Director of Organizational Development for Weyerhaeuser Corporation, was asked to identify "the highest-value and lowest-cost reward available." Her response was to list three suggestions for supervisors to follow:

- Give praise and recognition
- Give repeated praise and recognition
- Give repeated, sincere, and deserved praise and recognition

Salary is not an effective motivator, unless someone is grossly underpaid. Recognition, on the other hand, celebrates an effort beyond the call of duty. Remember, everyone gets paid, but only a few employees are publicly recognized.

In a recent Gallup Poll given to the nation's top CEOs, the issue of recognizing employees was tied to employee motivation. Employee recognition was cited as the best technique for improving worker production and attitude toward work.

Ideas To Capture the Moment

1. Create a Hall of Fame with photos of outstanding service-projects.
2. Take a photo of the person being congratulated by his or her service supervisor. Frame the photo. Place photographs of top performers in a central school area.
3. Make a photo collage about a successful project that shows the people who worked on it, its stages of development, and its completion and presentation.
4. Create a yearbook to be displayed that contains everybody's photograph along with his or her best service achievement of the year.
5. Establish a place to display memos, posters, photos, and so on, recognizing progress toward goals and thanking students for their help.

From these findings we must assume that business leaders are fully supportive of informal recognition as the best means of improving their companies. There are three simple rules when considering recognition programs:

1. Match the recognition or celebration to the person

Some people are shy and prefer little fuss, some thrive on humor, and others need the support of a number of people. Be sure that the form of recognition is appropriate both to the person's demeanor and his or her place within your organization.

2. Match the recognition to the achievement

An organization should have a system for awards that has various levels. Impromptu, informal awards will be appropriate for more common, everyday achievements. Formal awards or awards with monetary compensation will be appropriate for major accomplishments.

3. Be timely and specific

More than the type or amount of an award, the timeliness and specification of the recognition deserves careful consideration. Clarity of recognition helps to establish group direction and goals. When done at an appropriate time, the power of motivational recognition is most realized.

Many people believe that recognition for youth consists of holding luncheons, awarding trophies, and distributing plaques on special occasions. Yet, most opportunities for recognition occur on a daily basis in informal situations. Often these opportunities are overlooked and unnoticed by teachers and youth corps leaders. Similarly, business is prone to ignore the same opportunities. Dr. Gerald H. Graham, professor of management at Wichita State University studied more than 1500 workers in scores of settings, seeking the most powerful motivators. Graham studied the workplace and found a need for recognition by all. In fact, most available information about adolescent psyche not only points to a need for activities that promote recognition but also self-esteem.

The Five Most Commonly Used Motivational Techniques in Business That Focus on Recognition

When translated into the language of the youth service movement, these motivational techniques read as follows:

1. The service leader congratulates students that do a good job.
2. The service leader writes personal notes about good performance.

3. The school uses performance as a basis for recognition on the student's transcript.
4. The service leader publicly recognizes members for good performance.
5. The service leader holds morale-building meetings to celebrate success.

Low-Cost Ideas for Student Recognition

- Letter from the Director of the Corps, the Service Coordinator, or the teacher
- Personal phone calls from an outsider who is a leader in the service field arranged by the director
- Represent school at a conference
- Special morning bagel day unannounced
- Cover the student's desk or locker with balloons
- Recognition luncheon, dinner, picnic
- Group day off event

Formal Awards

Formal awards are the most widely practiced awards. They are organized in advance and are in many cases perennial events. They take the form of luncheons, assembly or group award sessions or financial awards that are communicated.

When making formal awards, consider what students most enjoy. Making the event itself into a celebration of service as well as a recognition of service is the best practice for service organizations. In many cases the celebration involves service and brings together both those being served and service providers. It is this chemistry that is important and not the value of the award itself. However, if you intend to use an award system, a survey of students done at the Institute indicates that the most popular items used as awards for students (in order of preference) are:

Scholarships to college

Special privileges, special role, special event (ball game or concert)

Wearables (Tee shirts - ties - watches - sweatshirts)

Picnic food, music, social event

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State-Wide Service Fairs

One of the most exciting means of recognizing service-learning is through State-wide Service Fairs. They serve a number of useful purposes. First, they provide, through the judging requirements, directions for developing in each program the core elements of good practice in service-learning programming. By rewarding programs that have a positive impact on the community and by offering student leadership opportunities that are part of the school curriculum, these state-wide service fairs recognize programs that are truly doing service-learning. The posters that are displayed also become part of a permanent school exhibit once the fair ends. Open Houses and school shows become places where these posters are exhibited. Thus, the fair exhibits become educational and informative for each school community.

A history of the Pennsylvania Service Fair event offers insight into how it developed and how it has been conducted in the past. In March of 1994, the Pennsylvania Institute for Environmental and Community Service Learning hosted the Second Annual Pennsylvania Service Fair as part of the Fourth Annual Pennsylvania Service Learning Conference. The basic structure of the fair called for 50 finalists to display and explain their service projects at the Service Learning Conference. Conference participants and judges viewed these exhibits for an hour and a half. Each entry was displayed on a panel board with hand outs and staffed by two students who explained the service project to the judges. The student representatives answered questions and offered further explanation of the service project. All students entering the fair were given a T-shirt that declared them finalists in the Annual Pennsylvania Service Fair. Plaques were awarded to one winner and three runners-up.

The Institute built upon its experiences with the Pennsylvania service fairs and will host the first National Service Fair at the National Service-Learning Conference which will be held in Philadelphia in March of 1995 and will follow a similar agenda as the State Service Fair.

Copies of all materials that were used by in planning and judging Service Fairs can be obtained by writing:

PA Institute for Environmental & Community Service-Learning
Philadelphia College of Textiles & Science
Henry Ave. and Schoolhouse Lane
Philadelphia, PA 19144
(215) 951-0345

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Resources

If you would like information about service fairs, contact any of the schools below:

Green Tree School - Philadelphia, PA, (215) 844-2324

Michelle Laderman

Unitarian Universalist Nursing

Home Project

Price St. Park Project

Methacton High School - Norristown, PA, (215) 489-5061

Richard Subers, Community Service Help Fund

Students: Britt Parrack and Heather Van Horn

Olney High School - Philadelphia, PA, (215) 329-3955

Myra Olshansky

Literacy Corps

In Service of Service-Learning: Framing Assessment and Evaluation for Effective Programs

*Kate McPherson, Lynn Campbell, & Steve Shuman**

Service learning is a method by which young people learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and are coordinated in collaboration with the school and community. Service learning, ideally, is integrated into the academic curriculum and provides opportunities to use academic skills and knowledge in real life situations in the community.

Some reports indicate service learning programs replace student alienation with engagement, exchange boredom for excitement, give students a sense of making a difference in the lives of others. Other reports indicate positive impact on attendance, graduation rates and affective benefits, but there remains very little solid research on service learning due to the complexity of evaluation.

Evaluation and assessment of service learning projects attempt to answer a wide range of questions, ranging perhaps to the following:

- What is the effect of service learning on students as learners?
- Does participation in service learning affect the participants' perceptions of self and others, prosocial attitudes and behaviors, and view of the world
- What is the effect of service-learning on participants as citizens?

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*Materials collaboratively developed by Kate McPherson, Lynn Campbell, & Steven Shuman. Based on an unpublished article by Steven Schuman, Assessment and Evaluation Center, Federal Way School District, Federal Way, Washington.

- How can service-learning be used as a vehicle for reform in areas of teaching effectiveness, curriculum design, teacher training, school mission and structure, and practical use of theories of learning and development?
- How can traditional subjects be taught effectively by incorporating a service-learning component?
- Does service-learning result in the development of long-term habits of participation in the community?
- What are the benefits and costs for communities as a result of service-learning?
- Is there a difference in impact on students between programs which use systematic reflection and those that don't?
- What program characteristics have enhanced or deterred the institutionalization of service-learning?
- How can service-learning be incorporated effectively into the curriculum at a variety of grade levels and throughout the disciplines?

Types of Service-Learning Evaluation Targets

Given the broad range of questions that direct evaluation, it is necessary for program evaluations to focus on one type of target and provide supporting evidence that may relate to another target. It is critical that the evaluation not collect data without a clear picture of the target first. It is equally imperative that evaluation data collected and appropriate for one type of target, not be misapplied to form other conclusions unrelated to the initial target. For example, a program may target student attitude change and then complement such evidence with indications of related student achievement or attendance changes. However, it is not appropriate to infer program effectiveness from individual student achievement data.

In practice, it is better to include data that are from two or more of the following target areas:

Target 1: Document Program Existence
Target 2: Growth in Student's Attitudes and Preferences
Target 3: Growth in Student's Academic Skills and Knowledge
Target 4: Improved Program Practices and Procedures
Target 5: Improved Staff Attitudes and Behaviors

For a detailed description of each Target area, call your Regional Contact Person.

Developing Evaluation and Assessments – A Planning Process

Student Assessment vs. Program Evaluation

1. Framing the Questions

Both student assessment and program evaluation are important, but it is necessary for teachers and others involved with service learning to understand they are also quite different. Review the targets, examine your questions and priorities, and look at the critical questions from the past. Compare this information with the following review definitions to determine the next steps.

Program evaluation focuses on the program—the target program existence, identify improved program practices and procedures and attempt to ferret out staff attitudes and behaviors. Evaluation means to judge on some criteria. An evaluation may be between two or more numbers, or between two or more performance criteria sets, or between two or more programs. Sometimes student achievement is used for program evaluation. Because of many factors (i.e., as home life, other events occurring at school, or other innovations being implemented) it is frequently difficult to say with any degree of certainty that service learning (or any other innovation) directly caused a change in student achievement. Also, if student achievement is used as a program evaluation measure, one must look at the aggregate of student scores, as individual student scores reflect on the student, not the program as a whole.

Student assessment is demonstrating or determining the quality of student learning in relation to pre-determined standards and criteria. Assessment comes from the Latin word *assidere* which means "to sit beside to assist." This distinguishes assessment from evaluation. As measurement or psychometrics evolved, the use of "assessment" has grown significantly, and educators shifted to portfolios, scoring rubrics and other assessment alternatives. Assessment is congruent with an educational philosophy that states "all students can learn," rather than wanting to sort them out, as was the philosophy behind norm-referenced standardized tests. The focus of assessment is on the quality of the student work and analyzes the student work in relation to pre-determined criteria. Such measures document achievement although they do not easily quantify them.

In developing assessment and evaluation of a service learning program the previous questions and targets should be helpful. The next section is designed to assist you in developing your own evaluation and assessment plan and is in a "workbook" format.

1. Framing the Questions

Keeping the target in mind, your assessment and evaluation plan begins with your own questions. Ask yourself what it is you want to learn about your program. Write those questions most important to you. Begin by writing at least one question for each area listed below:

a. Your Service Learning Program

b. Growth in Students' Attitudes and Preferences

c. Growth in Students' Academic Skills and Knowledge

d. Program Practices and Procedures

e. Improved Staff Attitudes and Behaviors

Additional Questions: If you have additional questions of special interest to you, write them below:

2. Prioritize Focus Areas:

Now that you have identified questions which are important to you. place them in order of priority. Examine your question and pick the top four in order of interest and importance to you.

1st

2nd

3rd

4th

3. Beginning with Critical Questions from our Past

a. What are we now doing in student assessment and program evaluation of service learning?

b. How did it come to be this way?

c. Whose interests are or are not being served by the way things

d. What information or knowledge do we have or need to get that will help us?

e. Given all this, is the current way the path we want to walk?

Authentic Assessment or alternative assessment are terms used for assessment of student achievement or performance that are more "real life" or more authentic than norm-referenced standardized tests. Alternative assessments include portfolios, rubrics, and other means of assessing performances, exhibitions, and writing. These document student learning more than quantify it.

Assessment of Specific Performances

A **Rubric** is a pre-determined set of instructions, criteria or specifications that emphasize critical elements of a quality performance or product. A rubric often denotes a developmental stage or levels of quality. Rubrics or similar scoring guides are used frequently to analyze and assess the writing process, or specific writing traits, portfolios, projects or other similar learning activities. Rubrics are particularly useful with service-learning projects.

Below are some assessment alternatives and some of the characteristics of each.

Assessment of Specific Performance

- Standardized conditions
- Quantitative data to show progress
- Comparative attainment
- Skills such as writing, speaking, listening, analyzing, problem solving
- Presentations such as: recital, concert, teaching
- Often uses rubrics or scoring guides .

Exhibition Assessments

- Public mastery
- Competency on challenging tasks without single, clear solutions
- Usually contains analysis, creativity and integration of knowledge
- Products, presentation, project, video or multimedia, demonstration
- Often uses rubrics or scoring guides

Portfolios Assessment

- Work samples of individual progress and accomplishments; created by student (Portfolio)
- Tells a story, longitudinal information
- Involves self-assessment and/or reflection
- Teacher, student, parent involvement (Profiles)
- May include a portfolio rubric or check list of items to include.

Rubric Development

Rubrics can be developed for a wide variety of tasks, skills or performances and, in fact, students can become involved in designing rubrics as well. While the purpose is to capture the quality of a performance, it is helpful to consider the following:

- Examples of high performance
- Examples of low or missing skills
- What would happen if the skill never existed or disappeared.
- Effect on young students attempting the task or activity… older students... novice students…expert or masters
- Effect on students from different cultures
- What skill occurs just between being able and not being able to do the task.
- What contextual factors enhance or prohibits the demonstration of the skill.

Some additional questions that may help with rubric development are:

- How will I know that students have made…
    - An excellent response?
    - An acceptable response?
    - A novice response?
- Do I have models of responses that reflect various skill levels?
- How does completion of this activity-task relate to my instructional goals?
- How does completion of this activity-task relate to district/state goals?

Steps in Rubric Development

Model A, Expert's Method

1. List personal knowledge of trait's attributes

2. Observe trait in students' behavior(s)

3. Revisit list and complete the attribute list

4. Cluster attributes into (instructional) characteristics; write short descriptive phrase of cluster

5. Build rubric; decide on an even or odd number of intervals; do the low and then the high end first, then middle of continuum; all levels must be instructional steps

6. Set the standard level & tryout rubric on real world samples

7. Revise rubric descriptors within the levels

8. Check for rater consistency & score transferability to real world skills

9. Train, revise, train, revise, train

Assessment: Sample Rubric

Leadership

By actively involving other people in a project, a student will demonstrate his/her leadership abilities by (4 = High, 1 = Low):

–Facilitating and Communicating at meetings/public relations events

4. Provides a positive atmosphere of comfortable understanding and/or generation of ideas in a group setting through articulation and sensitivity.
3. Provides a positive atmosphere whereby the group understands the necessary information.
2. Allows for a group discussion without much direction.
1. Fails to promote effective group interaction through lack of participation or insensitivity to the group's dynamic.

–Creatively organizing a notebook/display

4. Generates an informative and in-depth notebook that would be passed on to the next project leader for future ideas and extension of a project.
3. Creates notebook for project that provides information of project.
2. Passes on notebook from previous leader without any additional material.
1. Confuses material of project so that project can no longer be sustained.

–Motivating others

4. Provides a productive and enthusiastic environment for participants that produces desired results.
3. Maintains a productive environment for participants.
2. Sustains a project.
1. Discourages others' participation through own lack of commitment.

Source: Mary A. Forsyth, for Leadership Class, Gig Harbor High School.

Assessment: Sample Rubric Deliberate on Public Issues

Trait One: Content

In this context, "content" refers to the ability to select, understand, and use appropriate concepts, perspectives, theories, information, examples, statistics, and other types of evidence to guide and support issue deliberation.

6. **The student's treatment of content is highly insightful, distinctive, and effective.**
   - The student's work contains an exceptionally broad and rich range of content related to the issue at hand.
   - The work shows original, in-depth substantive insights.
   - The content provided is clearly and directly relevant to points being made.
   - Factual accuracy is high.

5. **The student's treatment of content is appropriate and effective.**
   - The student's work shows a solid understanding and thoughtful treatment of content, though not necessarily at the level of originality and distinctiveness called for at score point six.
   - Sufficient breadth and depth of content are provided.
   - The content is relevant to point being made and without obvious errors or inaccuracies.

4. **The student's treatment of content is generally adequate, but shows some gaps or weaknesses.**
   - The student's work shows a reasonable understanding of content, but at a somewhat basic level.
   - The content provided is relatively substantial, but some important ideas and information may be left out or insufficiently developed.
   - The content is generally relevant and accurate, but may contain enough errors, inaccuracies or tangential information to detract from overall quality.

3. **The student's treatment of content shows some strengths, but the strengths are outweighed by weaknesses.**
   - A considerable amount of content is provided, but its treatment on the whole is superficial.
   - Content coverage may be somewhat narrow.
   - A significant amount of content may lack relevance.
   - The work may contain serious errors and inaccuracies.

2. **The student's treatment of content is largely incomplete and generally ineffective.**
   - The student's work contains only a small amount of content, or content with major gaps.
   - The relevancy of content is strained, often questionable.
   - The work may suffer from many serious errors and inaccuracies.

1. **The student's treatment of content is minimal and ineffective.**
   - The student's work shows very little content of extremely narrow, shallow content coverage.
   - Much of the content may be irrelevant, disconnected, or error-laden.

Source: Oregon Dept. of Education.

Note: Deliberation on Public Issues is also scored on two additional rubrics - one for Issues Analysis and one called Action Proposal or Position.

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Assessment: Sample Rubric

C.R.E.E.K.– Creek Restoration for Environmental Elementary Kids

Criteria for the Assessment of Student Growth in the CREEK Project at Bryant Elementary

Skills or Outcomes

Name: **Date:**

Shade in the criteria for each outcome so that the grid becomes a bar graph.

	No	Some	Very Well	Outstanding
1. **Enthusiasm, participation**				
•I participated in the project.				
•I would like to participate in this kind of activity or project again.				
•I realize that we are learning some skills and information, so that we can help restore plant and animal life to Ravenna Creek so the creek will remain healthy.				
2. **Group Processs**				
•I cooperated in a group to complete a task.				
•I encouraged all members of my group to participate equally.				
•I work comfortably and openly with mentors, community members, and parents.				
3. **Knowledge of Content**				
•I demonstrated knowledge of the content area of ____________ and I was able to complete the assigned task.				
•I asked questions when I was not sure of something.				
•I worked on and am improving skills in ______________.				
•I used tools, equipment, and supplies correctly.				

Source: Woo, 1994

Assessment: Sample Attitude Survey

Circle the phrase or word that best describes you:

1. I like to work with others.	lots of times	sometimes	seldom/never
2. I like to help people.	lots of times	sometimes	seldom/never
3. I like to help people with problems.	lots of times	sometimes	seldom/never
4. I th~~ink my help is worthwhile~~	lots of ~~times~~	~~sometimes~~	~~seldom/never~~
5. I feel comfortable talking with adults.	lots of times	sometimes	seldom/never
6. I feel comfortable working with adults.	lots of times	sometimes	seldom/never
7. The things we study will be useful to me someday.	lots of times	sometimes	seldom/never
8. I have some ideas about what I want to do when I grow up.	lots of times	sometimes	seldom/never
9. I can help my school	lots of times	sometimes	seldom/never
10. By helping in my community, I can make a difference.	lots of times	sometimes	seldom/never
11. I like to do things that help the natural world survive.	lots of times	sometimes	seldom/never
12. I like to try new things.	lots of times	sometimes	seldom/never
13. I am good at solving problems.	lots of times	sometimes	seldom/never

Name : ______________________ **Date:** ________________

Source: Woo, 1994

Assessment: Sample Student Assessment

C.R.E.E.K.
Student Assessment – Initial

Name: ______________________________ **Date:** ____________________

We would like to know what you think about working on the Revenna Creek Project. Please put a circle around the number that best describes what you think today.

Example

For instance, if you were going to begin to study about the states and their capitols (and you only knew the names of ten of them), you might answer the following question like this:

	Need to improve	→	good	→	outstanding
1. I know all the states and their capitols.	1	[✓ 2]	3	4	5

Ravenna Creek:

	Need to improve	→	good	→	outstanding
1. I know how to cooperate in a group to get a job done.	1	2	3	4	5
2. I know how to help people in my group participate equally.	1	2	3	4	5
3. It is easy for me to work with high school students and community members.	1	2	3	4	5
4. When I am not sure of something, I am comfortable in asking questions.	1	2	3	4	5
5. I know how to interview strangers to collect information that I need.	1	2	3	4	5
6. I use tools, equipment and supplies correctly.	1	2	3	4	5

source: McGrath, Woo, 1995

Skill or Outcome

Example(s) of Successful Performance/Attitude

Example(s) of Unsuccessful Performance/Attitude

Novice-Distinguished Continuum Definitions

Distinguished	Fluid performance; knowledge-in-action; highly contextualized skill; knows where to be and what to do at the right time; acts effortlessly; a rational (not irrational); one-with-the…
Proficient	Intuitive; know-how becomes dominant, no longer thinking about minor adjustments; holistic recognition of similarities/themes/principles/commonalities/patterns between separate events; predictor of future happenings
Competent	Willfully makes conscious choice about what and what next to do; sets priorities and decides on plan of action; has rational goals and a choice that has sensible means; while doing, can determine what is and is not important; knows what to attend to/ignore; feels responsible about success or failure
Advanced Beginner	Does as told; unable to leave anything out; experiences affect subsequent behavior; unable to prioritize; lacks responsibility for action because beginner is still labeling and describing events and, therefore, can't determine personal action-consequence relationship
Novice	Context-free rules to guide behavior; conforms to rules; inflexible; needs real world rather than verbal information to function; wanting facts labeling and describing events and, therefore, can't determine personal action-consequence relationship

Developing Performance Assessment Rubric

Skill or Process:

Think about...

...what are the performance indicators that will assess:

- improvement
- meeting a standard
- accuracy
- approach
- attitude

... students who are going beyond or creatively applying the concept or process 4	
... students who understand and are applying the concept or process 3	
... students who are developing the concept or process 2	
... students who are not understanding the concept or process 1	

Assessment & Evaluation Timeline

Dateline	Activities	Contact Person

Completed by:

Comments:

S-18

Assessment & Evaluation Network

People	**Addresses**	**Phone/FAX**

Projects

Agencies

Educational Assessment Resources

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SCANS Report

Five Competencies

1. Resources: Identifies, organizes, plans, and allocates
2. Interpersonal: Works with others
3. Information: Acquires and uses information
4. Systems: Understands complex interrelationships
5. Technology: Works with a variety of technologies

Three-Part Foundation

1. Basic Skills: Reads, writes, performs math, listens and speaks
2. Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons
3. Personal Qualities: Displays responsibility, self-esteem, sociability, self-management and integrity and honesty

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SCANS Report, United States Department of Labor, 1991

Growth in Student's Academic Skills and Knowledge

Possible Student Outcomes of Service Learning*

1. **Personal Development**
   - Self-image (likes self. feels worthwhile. confident. competent)
   - Internal Locus of Control (believes self can make a significant difference)
2. **Social and Interpersonal Development**
   - Social comfort (comfortable and feels competent in social situations)
   - Groupwork skills (works well in a group to achieve a task. participates fully)
   - Social sensitivity (exposure to a wider range of people. issues and places)
   - Intergenerational connectedness (ability to interact and work cooperatively with familial and non-familial adults)
3. **Values Development**
   - Team responsibility (values working with a group to accomplish a task)
   - Social responsibility (believes that members of society are interdependent and have an obligation to care for those less fortunate)
4. **Academic and Cognitive Development**
   - Basic academic skills (e.g . reading. writing and calculation)
   - Specific subject matter knowledge (e.g., social studies, ecology. history)
   - Critical thinking skills (e.g., decision making. problem solving. analyzing)
   - Engaged learner (interested and motivated in learning. invests time in learning)
5. **Career Development**
   - Career exploration (learns about the range of jobs that are available)
   - Job-related skills (gains experience. knowledge and skills in world of work)

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*Adapted from Dan Conrad and Diane Hedin.

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Organizational Issues: Liability, Transportation, & Scheduling

James Toole & Pamela Toole

Liability

This portion of the module contains guidelines and suggestions for how to develop strategies to successfully address the issue of liability within service-learning programs.

Learner Outcomes

1. Participants will be able to describe several different key strategies in dealing with liability issues.
2. Participants will know how to proceed in their own work setting to effectively develop a proactive risk management strategy.

Key Points

1. School administrators, parents and program organizers consider liability to be a key issue in community service-learning programs. If liability concerns are not handled properly, they can be a major obstacle to program implementation, support, and the safety of students involved. In a positive sense, the issue of liability should encourage educators to develop more thoughtful, effective, and well managed programs.
2. The most important point legally is to "not be found negligent". Program administrators need to determine what policies, procedures, and safety measures need to be in place to avoid any appearance of negligence.
3. The more service-learning is tied to the school's mission and is a model of teaching, the less complicated it is to seek insurance coverage or, in some cases, to fit under already existing school policies.

Introduction to the Activity

Any educational program involves an element of risk that must be addressed. Service-learning programs are no different, but there are some added challenges (shared by athletic teams and work experience and field trips) when students step off campus. We must know how to design and implement programs in a way that ensures the safety of both those serving and those being served.

> Note: **Most states have a State Volunteer Office. If one exists in your state, check with them concerning liability issues that may be particular to your state.**

We have listed the identical information that is found on the overhead and handout on liability, plus have added a few comments to help trainers.

1. Discuss the issue thoroughly with your school's legal adviser. If it applies to your program be sure to inquire about the difference between service-learning as a model of teaching versus a volunteer mandate of hours for graduation.

   > Most districts retain a lawyer to handle issues such as liability. Ask his/her advice and help. Remember that they tend to err in the direction of extreme caution.

   With the legal advisor, explore already existing policies for risk management within the school district.

2. Have clear written procedures and policies that reduce risk and danger.

The bottom line legally is to examine whether you have in any way been negligent in how you have prepared or supervised students. We have listed several examples of areas that should be addressed. Adult youth service leaders must ask themselves: **Have I taken all reasonable precautions?** Here is a list of common safety practices:

- Master charts showing where students are volunteering.
- Parent permission, release forms.
- Clear and adequate supervision and training when needed.

> *Note: Training is a critical factor. For example, if students are volunteering at a nursing home, they need to know what they should do if someone is suddenly sick, or slips and falls. If they are volunteering at a day care center, they need to understand the difference between appropriate play and inappropriate play. One*

of the legal questions is always "was the injury or circumstance that led to injury foreseeable?"

- Clarity concerning state laws about whether students can drive themselves or others.
- Be sure all drivers are covered by the insurance required by the district.
- Have a clear rationale for how students are paired with the individuals whom they are helping.
- Clear coverage and / or rules around safety issues (i.e. you must walk on the sidewalk, or knowledge of any unique medical needs of your participating students).
- Assigning tasks that are age appropriate and within the young person's capability or experience. (Assigning a task that is clearly beyond a person's capability is called "negligent entrustment".)

3. Make strong links to academic curriculum (school's mission).

   Youth service should be seen as integral to the mission of the school (e.g. citizenship preparation, hands-on learning, a model of teaching). People should not be left wondering, "Why were students off doing such and such?"

4. Tie service activities to the same policy as work study at the secondary level.

   Other people within your school district or work setting may have years of experience in handling such issues. Find out what insurance coverage they have and what safety rules they follow.

5. Tie service to policies of non-profit organizations like scouts or environmental groups that carry large policies (e.g. class becomes an explorer troop).

   If you are not interested in this option or it does not hit your program, it might still be helpful to discuss the topic of liability with these groups. They have had effective coverage for risk type activities for years.

6. Check on the coverage of the agency where you are placing students. All agencies are required to have on-site coverage, but may not have coverage while students are traveling there. They may be willing to cover students.
7. Check with large national insurance companies that specialize in volunteers.

8. Pressure states/federal government to help with this issue as they are encouraging service activities.

9. Remember: They insure football!

(Imagine if we were trying to introduce football today for the first time!)

Training Tips for Liability

1. Tell participants that you will be reviewing with them the handout on liability which they have been given. Ask the following question after completing your review of the topic:

   Do any of you have information from your own experience or from your district or organization which would be helpful for others to know?

2. Obtain the Nuts and Bolts game created by Marty Duckenfield, Clemson University, Dropout Prevention Center. It is particularly helpful if you have about an hour to both play the game and then underline the key points afterwards.
3. Have a panel with one or two attorneys, an insurance agent from a company that specializes in nonprofit organizations and someone from your state office of volunteers.
4. Select a service-learning project and have participants come up with safety issues that would need to be addressed in order to ensure the protection of the youth involved.

Handout: Managing Liability for Community Service-Learning

1. Discuss issue thoroughly with school's legal advisor.
2. Have clear written procedures and policies that reduce risk and danger.
   - Ask yourself: Have I taken all reasonable precautions? The key is to not be found negligent.
   - Master charts showing where volunteers are working.
   - Parent permission, release forms.
   - Clear and adequate supervision and training when needed.
   - Be sure all drivers are covered by the insurance demanded by the district.
   - Clear rationales for pairing students with individuals whom they will be helping.
   - Clear safety/risk management training.
   - Assigning tasks that are age appropriate.
3. Make strong links to academic curriculum (school's mission).
4. Tie service activities to same policy as work study at secondary level.
5. Tie service to policies of non-profit organizations like Scouts or environmental groups that carry large policies (e.g. class becomes an Explorer Troop).
6. Check on the coverage where you are placing students. They may be willing to cover students.
7. Check with large national insurance companies that specialize in volunteers.
8. Pressure states/federal government to help as they are encouraging service activities.

9. Remember: They insure football!

Organizational Issues: Transportation

Introduction to Transportation

This portion of the Organizational Issues Module examines the issue of transportation within service-learning programs. Three categories are explored: staying on-site or within the neighborhood of the school, utilizing existing school resources, and generating new or creative approaches to transportation.

Learner Outcome

Participants will be able to list multiple options for transporting students to their placement sites.

Key Points

1. Transportation does not need to be overwhelming. Service projects can take place within the school grounds or service can be rendered for a local agency or community project where most of the work can be done on campus.
2. If service is not an add on to a course or to acquire community service hours, but rather a model of teaching there is the potential that school district transportation will be provided as with any other school course
3. Transportation may take some creativity and the ideas and support of your advisory council, business partners, or parent volunteers.

Ways to Handle Transportation in Your Service-Learning Program

Transportation can be a major organizational issue in implementing a service-learning program. Most schools have little experience utilizing the community as an extended classroom. It is important that people realize that there are a number of options for transportation as well as the alternative of creating service activities that are located at the school site.

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When transportation is required, this is a perfect time to involve the support and creativity of an advisory council, business partner or parent volunteers. If a school or district is doing in-service workshops in service-learning it is wise to involve the director of transportation. If he/she understands service-learning as a model of instruction, he/she may help you to see that it receives the same treatment as any course which is that transportation is provided by the district. This would not be the case, however, for community service.

In the handout which follows we have divided the area of transportation into three categories: stay on-site, utilize existing school resources, and generate new methods of transportation.

Note

When considering transportation, people need to be aware of liability issues such as who is permitted to drive,the minimum insurance required by the school for someone to drive, age limitations of drivers, background checks, and any extra training required should be discussed with the districts legal advisor. Safety training for students should also be explored.

Training Tips for Transportation

1. Divide participants into groups of 4 or 5. Tell them that they have five minutes to come up with as many ways as they can think of to transport students to their service sites. Encourage them to be creative.

   When groups have completed this task, ask for two ideas from each group. Put these on a flip chart. Then ask for further ideas. At this point, add any that are listed on the handout.

   An alternative approach would be to have a recorder in each group who has been given a piece of poster paper and a marker. When the groups are through each sheet could be placed on the wall with participants rotating looking for common suggestions and unique ideas.

   Be sure to discuss any liability issues related to transportation.

2. Play the *Nuts and Bolts* game developed by Marty Duckenfield, South Carolina, Drop Out Prevention Center.

Transportation:
How Can Students Reach Their Service Sites?

1. Stay on site or leave once or twice:

There are numerous examples of K-12 service projects where the students never leave the classroom. Other projects require only occasional trips to volunteer sites.

There are a large number of service opportunities within schools: cross-age tutoring, mentoring or education programs; helping new or foreign students; conflict mediation:

- Elementary school students or secondary school art classes can make art decorations for convalescent homes,hospitals, and homeless shelters.
- Students studying French can be pen pals with a nursing home in Quebec.
- Woodworking students make toys or home economics student make clothes for children in homeless shelters.
- Senior Citizens can come into the school classrooms for reciprocal helping (many senior homes have their own transportation).
- Students can do projects where they are advocates for a particular issue and do most of their work during class.

2. Utilize Existing School Resources:

What transportation resources already exist within the school? One way to minimize problems when regular transportation is necessary is to choose service sites in the immediate neighborhood surrounding the school.

- Walk
- School buses
- Vehicles used for athletic transportation
- District vans or driver education cars
- Build a transportation budget into your building budget to pay bus driver salaries

3. Generate New Methods of Transportation:

Are there ways by which we can mobilize new resources?

- Mass transportation. In some schools, bus companies have supplied bus tokens or fares. In some communities students have been given a lower rate on the public transportation system , receiving a special identification card.
- One school bought a fleet of bicycles especially for transportation to service sites. If this is done, then students must be oriented about bicycle safety (Liability issues should be checked).
- Local business partners or service organizations (Kiwanis, Optimists, Lions) may be willing to donate a 10 to 15 person van (in some states, a teacher does not need a special license if the van does not seat more than 15 people).
- Utilize a van and driver from the non-profit agency where the students are volunteering to take students to and from the agency.
- Have taxis volunteer X number of hours of transportation per week.
- Ask a car dealership to donate a van for service use only. The dealership can have their name on the side of the car crediting them for providing the service vehicle.

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Organizational Issues: Scheduling Options

Introduction to Scheduling

Scheduling can become a major organizational concern when implementing a service-learning program, especially where it involves regular classes on a 45 to 50 minute per period schedule.

Educators are particularly sensitive to issues of time. The question becomes :"How am I going to fit this into my already busy schedule.? This module is intended to inform workshop participants of alternative ways in which schools have included service as part of their daily schedules.

Learner Outcome

1. Participants will be able to list several scheduling options for implementing service-learning into their existing school organization and for revising their school structure.
2. Participants will be able to list and address common concerns in the area of scheduling.

Scheduling Issues

It is important for participants to realize how attached we become to schedules having to look a certain way. There is much discussion in the school reform literature questioning the effectiveness of 45 minute periods with five minutes for passing time. One criticism is that this leaves the curriculum totally unconnected from period to period. Middle schools are tending to use teaming, block schedules, and other approaches that challenge this old paradigm.

Here are couple of common concerns that may be brought up under this topic:

1. "I teach five classes with 3 different preps. I have 35 students in each of my classes and we only meet for 45 minutes per day. I can't imagine coordinating the transportation and timing of getting all five of my classes involved in service."

Suggestions:Service projects can be done at the school site or they may involve a one time off-site trip.
This teacher might pilot service-learning in one class this semester and learn some of the ins and outs of this instructional methodology.

This teacher could perhaps team with one other teacher so that they created a double block for service. (ie. psychology and creative writing. social studies and science)

2. "As long as we have the same administration. we'll never change our schedule. We are already so pressed with all of the new requirements this year. They just keep adding more and never taking anything away."

Suggestion: Help participants to see the connection between service-learning and many of the other things that they are doing. (ie. theme based. authentic learning. problem based learning. critical thinking skills)

Scheduling Options for Service-Learning

Within Existing School Structures

- Offer an elective community service-learning class.
- Students develop a project idea in class. but provide service on their own time.
- A community need has been identified that can be addressed by constructing a product at the school. This could be toys for a homeless shelter. a play on a key issue. a video to inform others. placemats or cards for hospitals. shelters. and nursing homes.
- Integrate service into regular class instruction by focusing the service within the school or within the neighborhood adjacent to the school..
- Where possible use as part of a teaming effort of two to five teachers.
- Have a school wide service theme or a theme by grade levels where the whole staff works to create an agreement around how to allocate time for service.
- Offer service-learning as part of summer school.

New Organizational /Time Structures

- Restructure the daily school schedule using a block format.
- Create occasional blocks of time such as:
    - one -half day a week release
    - one day per month release
    - two or three week block each year
    - last month of senior year
- Extend daily schedule by five minutes each day creating an extra time for service.
- Team with a teacher so as to create a larger block of time.

Activities

1. Have participants create the ideal schedule for them to do service-learning at their school site. Ask them to work in groups of four where they do two tasks.

    A. Share their current dilemmas over the schedule at their school. Have other group members offer suggestions for working within the schedule.

    B. Have each small group member share his/her ideal plan and what it would take to begin moving in that direction.

    Ask for large group feedback on this process and what was learned.

2. Play the *Nuts and Bolts Game* developed by Marty Duckenfield. South Carolina. Drop Out Prevention Center.
3. Have participants put up a drawing of their schedule and how they will include service-learning. Have these put up on the wall so that everyone can circulate and read them. Ask for comments. observations or questions.
4. A good opening discussion question is:" What are your greatest concerns when you think of adding service to the school day?

Questions Most Commonly Asked of a Regional Resource Person

Kate McPherson

What are some models of service learning and who are some contact people to find out more about these programs?

Elementary schools

- Washington Elementary School, 1020 McLean Road, Mt. Vernon, WA. Contact Kathy Fiske or Gretchen Johansen. (206) 428-6116.

  Washington Elementary School has integrated service into each grade level's curriculum themes and each student has a service portfolio. A comprehensive cross-age tutoring program involves all fourth graders in tutoring younger students. A large percentage of the bilingual students teach Spanish to students and teachers.

- LaConner Elementary School, Box D, LaConner, WA. 98257. Contact Mary Hendren or Ann Middleton, (206) 466-4113.

  This school has incorporated service into its curriculum, focusing on intergenerational and environmental service. They also have developed a partnership with the Swinomish tribe and a homeless shelter

- Hawthorne Elementary School, 4100 39th Ave. S., Seattle, WA. 98118. Contact Hajara Rahim, (206) 281-6664.

  Hawthorne has a strong kindergarten intergenerational program, and they have involved a large percentage of their Asian neighborhood citizens in developing a multicultural garden. They have also created a tree nursery, and have partnerships with the Master Gardener and a local Rotary Club. Parents are actively involved as leaders for different service projects.

Note: Most of these resources are specific to the Northwest Region. We suggest that you develop a similar list for your own state or region.

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- Felida Elementary School. 2700 N.W. 119th St. Vancouver. WA. 98685. Contact Judy Smith. (206) 696-7271.

  Felida has developed a computer connection between the fifth grade and a neighboring convalescence center. Students regularly write letters and correspond with the local senior citizens center. and they also have a partnership with the local Head Start Project.

- Eastham Elementary School/Oregon City High School . 1417 12th Street Oregon City. OR 97045. Contact: Jeff Smith at High School. (503) 657-2486.

  Three classes elementary and one high school class developed service projects revolving around the Oregon Trail theme.

Middle Schools

- Kopachuck Middle School. 10414 56th St. N.W.. Gig Harbor. WA. 98335. Contact Jim Vaughn. (206) 265-3377.

  Over a hundred and twenty young people are involved in different community service teams where they work with Alzheimer's patients. the Humane Society. and the Parks Department. Parents are team leaders for these service clubs.

- Issaquah Middle School. 400 1st Ave. S.E.. Issaquah. WA. 98027. Contact Barbara Boulden. (206) 392-0830.

  Issaquah offers a community service elective course. Their science program has a native plant nursery. and many teachers throughout the school have integrated service into their curriculum.

- OASES. Pittsburgh. PA

  OASES was a comprehensive all-day service learning option. In the morning students were involved in basic skills practice and enhancement. In the afternoon they were involved in community projects. such as building wheelchair ramps. park and city beautification. They reinforced math. problem solving and community skills through their active projects.

- Central Park East. 1573 Madison Ave., New York. NY. 10029. Contact Naomi Darwig. (212) 860-8935.

  Every student is involved in a half-day of community learning coordinated by a full-time assistant. The program allows one-fifth of the students every day in the morning to be involved in community service, while teachers plan their integrated curriculums.

- Damascus Middle School. 14151 SE 242nd Avenue. Boring. OR 97009. Contact: Caren Reese (503) 658-3171.

  All students are the middle school are currently involved in an academic program based on integrated instruction. working with interdisciplinary teams of instructors.

- Roosevelt Middle School. 680 East 24th Eugene. OR 97405. Contact: Larry Liedtke (503)687-3227

  Seventh grade students complete a cultural heritage projects: all seventh grade students must complete 15 hours of community service learning and all eighth graders are matched with community mentors.

- National Indian Youth Leadership Project (NIYLP). 650 Vanden Bosch. Gallup. NM. 87301. Contact McClellan Hall. (505) 722-9176.

  NIYLP's summer camp enables Native American youths to discover tribal roots of service. while building self-esteem and leadership skill through service and adventure experiences. notably a Search and Rescue Team.

- Valued Youth Program. Intercultural Development Research Association. 5835 Callaghan Road. Suite 350. San Antonion.TX 78228. Contact Michaela Penny-Velazquez. (210) 684-8180.

  Students who are at least two grade levels behind in reading and other basic skills are paid a small stipend to tutor and work with young children in the school system. Four days a week they tutor. one day they practice effective skills for teaching. It also includes an active role for parents. community mentors. and remediation. The program provides extensive national training.

- Magic Me. 2521 N. Charles St.. Baltimore. MD. 21218. (410) 243-9066.

  This widely acclaimed program involves "at-risk youth" in intergenerational service programs.

- Peer Helpers. c/o National Center for Service Learning in Early Adolescence (NCSLEA). 25 W. 43rd Street. Suite 612. New York. NY 90036-8099. (212) 642-2947.

  This program provides thorough training which enables middle school students to successfully work with younger children. latchkey children. and senior citizens. The Center also provides a database of middle school programs throughout the country.

High Schools

- Gig Harbor High School. 5101 Rosedale St.. Gig Harbor.WA 98355. Contact Roland MacNichol. (206) 851-6131.

  Content area teachers have integrated service into their curriculum as a way of making learning more authentic. The school has restructured its schedule into blocks of time so teachers can more effectively involve the community. A course — Leadership through Service — enables students to help link classroom teachers and students to needs and projects in the community.

  A youth board provides direction and coordination for a district-wide service initiative.

- The Community School PO Box 200 Beaverton.OR 97075 Contact Steve Mathews. (503) 591-4422

  The Community School is an alternative school for 11th and 12th graders which serves the needs of students who have lacked success in a traditional school setting. Approximately 150 students work in community service learning teams which address environmental responsibilities, government functions, experiences with older citizens and services to the disabled.

- McKay High School/Youth Community Service Program
  2575 Commercial SE Salem.OR 97302
  Contact Pat Abeene (503) 399-3074

  McKay High School's with the help of Rotary members, students assess community needs and identify and complete a service project. This program helped the alternative high school students develop self-esteem and employability skills while meeting demonstrated local community needs.

- Shorecrest High School. 15343 25th Ave. N.E., Seattle, WA. 98155. Contact Mary Anne Anderson. (206) 361-4286.

  This program requires 60 hours of community service from students. Students who are in their sophomore year have half a day once a week to complete this requirement. In addition, the vocational education teacher coordinates a volunteer and service clearinghouse and documents the program.

- Centralia High School, 813 Eshom Rd., Centralia, WA, 98531-1599. Contact (206) 736-9303.

  Students must complete a community project before graduation. Social studies teachers coordinate the project, which must include service.

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- Tacoma Public Schools. Tacoma. WA.

  Tacoma's public schools offer elective credit for independent community service projects. Students must complete 75 hours of community service and a reflective piece. The coordinator at each school oversees the quality of the project and authorizes credit.

- Lincoln High School. Philadelphia. PA. 215-335-0353

  Lincoln has organized two comprehensive vocational academies and a Literacy Corps: the horticulture program has developed a partnership with city parks, beautifying and restoring recreational and historic sites. Contact: David Kiphut. The Environmental Center provides water quality testing while teaching math, science and social studies. The Literacy Corps involves students as tutors to hundreds of children and adults. Contact: John Dalton.

A number of schools offer courses in service learning:

- Auburn High School- Sheryll Rosevear
- Nooksack High School-
- Bellarmine High School- Joan Fleet
- Overlake High School-David Bennett

A number of communities have service leadership programs:

- Bellevue's YouthLink Program. Contact Penny Murphy. (206) 637-5254.
- Seattle Youth Involvement Network. Contact Christine Stickler. (206) 461-8524.
- Spokane Youth Initiative. Contact: Karen Contardor (509) 926-8620
- Snohomish County Youth Initiative. Contact Maddy Metzger-Utt. (206) 258-9211.

Leadership training is offered by:

- Washington Leadership Institute. Contact Bret Daugherty. (206) 296-5630.
- Oregon Governors' School for Citizen Leadership 335 NW 19th Portland, OR 97209 Contact: Tony Gerlicz (503) 222-5559.
- MetroCenter's EarthCorps. Contact Mary Smith or Kate Janeway. (206) 382-5013.

How do I make a service-learning experience academic "enough," i.e. link it to the curriculum?

It's important that schools and teachers define the student and community outcomes of their programs, and to thoughtfully teach and assess those outcomes. For example, if the intent is to teach caring for others, students might not only do things in their own classrooms, but perhaps be required to bring back a voucher from the community to substantiate that they have been able to carry that quality into the community at large.

As teachers develop service learning programs which are trying to enrich their curriculums, it is important that students not only do their projects, but that specific problem solving skills— math, science and/or language arts and social studies— are taught as a part of the service project. This can either be done where teachers teach the content and skills prior to the service program, or as students are involved in the project, teachers take time to reinforce, through direct instruction, the skills being learned.

The Foxfire planning process is also a valuable way to help students to understand what concepts and skills they are learning, and how those are being substantiated in the project they are involved in. Be sure to make explicit, through the introduction and the project itself, what skills are to be learned. It's important that people not just do the project, but understand the math concepts, scientific facts, or language arts skills that are being incorporated into the project.

A process for involving students in the instructional plan

- Define the outcomes of your course
- Establish how students might demonstrate understanding and application
- Develop a plan for how students can accumulate the information they need to demonstrate competency
- Implement that sequence of learning
- Complete demonstration— check for competency
- Determine which outcomes have been met and determine how you will learn remaining outcomes

What are some effective methods to assess and evaluate service learning projects and the benefits they have on students?

The most successful assessment includes three approaches:

Paper/pencil:

- Written examples of their knowledge of social issues and problem-solving skills.
- Written responses to questions, given before and after the program, to measure the changes in attitudes and assumptions.

Performance-based:

- Vouchers from the community substantiating student involvement.
- Actual completion of a project with school or community reviews (i.e. senior project)
- Students responding to a situation in a picture, or a role-play, and describe what kinds of things can be done.

Interview:

- Students can be interviewed in small groups or individually to determine level of understanding when posed with similar yet different dilemmas. These test the capacity to problem solve and think through a solution schematically.

How do we get started? What is the best first step for a school or district just starting out?

- **Clarify the goal.**

  The most important thing is to clarify the primary outcomes: What do you hope will result from the project? Are you trying to teach an ethic of service or how to utilize math skills, or both? It's important to know your goals before you set out.

- **Develop Ownership and Identify Key Players.**

  Take time to identify the community organizations and people who are essential for the success of the program. These will vary depending on the outcome and initiator of the project, but it is important that those key vested partners be together from the beginning. Link service learning efforts with existing school

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improvement initiatives. Bring it before your school improvement team and see how it might link with some of the priorities which have already been identified by the staff and the community, such as self-esteem, caring, responsibility.

- **Develop Collaboration.**

  From the very beginning, the more you can encourage your partners to play an active role, the more likely it is that they will become strong advocates of the program. And they will also know what it takes for the program to become successful.

  Gain support on all levels, either from your board or administrator and be sure to sustain that support by keeping them informed along the way.

  Identify existing programs and policies, and build your program in such a way that it enhances and works alongside the existing conditions.

- **Start Small and Build Successes.**

  Develop a program the first year that is small enough to be successful but that takes on a significant enough issue to illustrate the power of youth service.

- **Train Staff.**

  Provide needed staff development and coaching for key staff and students who are part of the project. Staff training can be provided through workshops, school visitations, or time for planning.

- **Assessment.**

  Evaluate and assess the results and use it to measure success and to examine your practices and refine them. As a part of your assessment you should include the amount of ownership that's experienced, the sustainability, the effectiveness of the program in reaching the predetermined objectives.

- **Celebration.**

  Build in time for recognition and renewal. Document and celebrate small as well as large successes. Give everybody in the program an opportunity to shine. Find ways of recognizing their unique contributions.

Key questions to ask about a school before giving a presentation on service-learning

Presentation steps:

- Contact lead teachers and/or principal at the building, and discover what existing community improvement projects are

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already alive and well in the school. Find out what the direction the school is interested in going.

- Determine the number of teachers, the culture of the group and whether or not a faculty meeting would be the best forum. Frequently faculty meetings are counter-productive and you may produce much better results by working with a small cadre of teachers and community members.
- Encourage youth to present. If there is an existing service program, see if students from that project would be willing to present as a part of that program.
- Determine what level of support there is from the central office, other teachers in the building, and what characteristics or events have contributed to the success or lack of success of service programs.
- Find out whether the building principal sees service learning as playing a role in school improvement. If this is a project within a school, you'll need to determine how decisions are made.

Are there any guidelines to follow in deciding to make service a graduation requirement?

The topic of making service a graduation requirement has proponents pro and con. Whatever a person's position, every experienced practitioner would agree that much planning and preparation needs to proceed an announcement of a graduation requirement. Programs which are poorly planned and implemented may quickly become a source of conflict with students who are ill-informed and ill-prepared to fulfill the mandate.

Most graduation requirements fall under independent study and require a set number of hours of service in order to graduate. Some offer a small number of credits for this work and others do not.

If a district is considering putting a requirement in place, it should:

1. Establish an advisory council of teachers, administrators, community based people, parents and students to make sure that all stakeholders are represented and have a voice in how the program is established.
2. Hire someone to coordinate and supervise the effort.
3. A critical job for the coordinator, before the program begins, will be to identify an adequate number of potential appropriate placements or projects where youth can offer their services.

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This includes the time-consuming task of establishing an effective set of agreements and a working relationship with each.

4. Establish a clear system for keeping track of student hours. Decide whether students will do all of their own calling or whether the school will assist in setting up placements and supervision.
5. Decide whether this requirement will be service-learning or community service. Service-learning will involve a larger effort with a system for students to reflect on their service. All responsible programs will establish some form of monitoring or supervision to protect the students and those with whom they work.
6. Help to build student awareness of and seek student input about the concept before announcing the requirement. When students are not included or consulted, we have seen students start out with a cynicism associating community service with the penal system. We have also found students adopt the attitude of fulfilling hours with little concern for the service or understanding of how they might benefit.
7. Train staff, parents and community representatives to gain support for and understanding of the requirement.

How do I get others to buy in to the idea of service-learning? (e.g. parents, teachers, administrators)

1. We tend to think that success in selling a new concept is measured by getting everyone to support it at the same time. It is wiser to start small and pilot an idea, acknowledging to your staff that you think that service-learning may hold some strong benefits for your students and that you want to test this and report back what you learn.
2. It is also critical to tie any new idea to what is already going on in the school. Seek out, give recognition, and form alliances with those who may have done some form of service for years (e.g. Key Club).
3. Service-learning has ties to many of the issues on the school reform agenda such as authentic and engaged learning, increased problem solving skills, outcome based learning, citizenship development, and work skills for the 21st century. Point out the connections to issues with which your staff is familiar and/or supportive already.
4. A good way to develop effective implementation strategies is to draw on what school staff have already learned about what

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works and does not work in establishing a new program in their work settings.

What are specific ideas for service-learning in a variety of subject areas for high schools?

Computers

Teaching: Students teach younger students or elementary school teachers how to use computers.

Brochures: Use desk-top publishing to produce materials for service-oriented groups.

Fine Arts

Posters: Design posters for non-profit organizations or for public information. Design parks or other public spaces. Paint murals in downtown areas. Create cards or gifts for senior citizens.

Ceramics:Teach and/or assist students with severe disabilities to use a potter's wheel.

Health Education

Blood Drive: Students run a school-based blood drive for the Red Cross.

Health Fair: Students conduct a health fair at a local shopping mall.

Home Economics

Clothes: Students make clothes. quilts and other goods for public pantries and other organizations.

Food: Students can make or cook food at soup kitchens or community diners.

Language Arts

Oral Histories: Record the history of some aspect of community life.

Writing: Create specialized story books for younger children.

Non-Profits: Help write and create brochures for non-profit organizations.

Cross-Age Tutoring:Tutor younger children through language arts activities.

Research: Research and write a report on some important local issue and use the information to create a service project.

Math

Teaching: Teach or tutor younger students in math: create story problems for younger students based on local situations.

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Statistics: Create a survey on a local issue (e.g. public opinion. public behavior) and organize and publish the data.

Science Applications: Work with the mathematical issues involved in the many service projects from science to woodworking listed in this handout.

Performing Arts

Performances: Students can perform music. theater. dance. puppetry and other arts for young people. seniors. and many others.

Physical Education

Recreation Programs: Create and run recreation or outdoor education programs for younger youth.

Teaching: Teach sports skills to younger teams.

Special Olympics: Act as a coach for a Special Olympic team.

Practical Arts

Bicycle Shop: Students fix bicycles or small engines in shop.

Habitat for Humanity: Woodshop students help build housing for low-income families.

Shelter Toys: Woodshop students make toys for children in shelters.

Other Building: Students help build park equipment. par courses. playgrounds and school structures that improve the neighborhood.

Paint-a-thons: Organize large scale community service projects to paint the homes of low-income residents.

Disability Access: Construct special equipment. such as wheelchair ramps for people with disabilities (start with your own school).

Psychology

Peer Helping: Students can take many helping roles with people. in and out of school. to learn more about helping skills and psychology. Examples include acting as big buddies to children who need support and guidance. welcoming new students. tutoring others. helping at a day care center. acting as conflict mediators. and working with special education students who might be isolated on campus.

Science

Environment Research: Research an environmental issue such as acid rain or water quality and then create a service project.

Environmental Cleanup: Organize community-wide clean up of rivers, lakes and parks, start a recycling project, and other ideas to beautify the environment.

Environmental Education: Conduct research and use the information to better inform elementary school students, parents, and community groups about how their behavior helps or hinders the environment.

Garden: Develop and help maintain a environmentally responsible garden and give the crops to local food banks.

Tree Plantings: Plant trees, shrubs, flowers and other plants. Also, enhance the habitat for wild birds or other animals.

Cross-age Education: Run science labs for elementary school students.

Social Studies

Board Membership: Students serve on non-profit and governmental advisory and decision-making boards.

Government: Tutor immigrants to help them pass the citizenship test.

Volunteering: Students volunteer in some agency meeting important community social needs and conduct research related to that need.

Community History: Students research oral history or other local history projects for the community and print or make a video about their findings. These can be placed in public libraries.

Crisis Centers: Students can support the staff of battered women's shelters and emergency shelters by providing day care, administrative help, etc.

Fundraising: Raise funds for charities or to fund service projects.

Intergenerational: In learning about and serving the elderly, students can paint houses, check and/or replace smoke detectors, put up storm windows, rake leaves, move heavy items, etc. They can also participate with seniors in a variety of joint projects.

Voter Education: Distribute voter registration information. Help register voters.

Citizenship: Lead youth leadership groups such as Camp Fire, Boys or Girls Clubs, YMCA, YWCA, 4-H, Scouts, Junior Achievement, and many others.

Sample Training Agendas

EXAMPLE ONE - Harry Silcox

Five-Day Service-Learning Summer Institute Workshop

(Half day sessions)

Day 1

8:30 am	Welcome
9:30 am	Introduction to Community Service-Learning
10:00 am	Six Planning Groups A. Organize sessions B. Describe the process of arriving at a planning document C. Core elements of good practice D. Readings E. Assignments for Intergenerational Service experience
12:00 pm	General Meeting
12:30 pm	Dismissal

Day 2

8:30 am	Service Activity
11:00 am	Planning Groups meet back at school for reflection
12:00 pm	General Meeting to summarize the issue of reflection
12:30 pm	Dismissal

Day 3

8:30 am	Present of Model Programs - Session I (example separate sessions) • Washington High School, will discuss service-learning with at-risk students • Lincoln High School will discuss the Philadelphia Literacy Corps and the issue of reflection • West Philadelphia High School will discuss the infusion of career-based community service-learning in school restructuring and community development • Overbrook High School will discuss service-learning: getting the kids out of the classroom

- Kensington High School will discuss co-curricular activities and service-learning
- Frankford High School will discuss the issue of student orientation in service-learning

9:30 am Presentation of Model Programs - Session II

Repeat of Session I — participants should choose a second room

10:45 am Working with Community Agencies

11:45 am Planning Session

Assignments for provider visits

12:30 pm Dismissal

Day 4

8:30 am Site Visits to Providers

11:00 am Planning Groups will meet back at school to discuss provider visits

11:45 am Planning Session

12:30 pm Dismissal

Day 5

8:30 am New Curricular Material in Service-Learning

9:45 am Planning Sessions - review and finalize service-learning plans for the school year

11:00 am A representative of each charter will report their plan to the planning group

12:30 pm Dismissal

Example Two - Harry Silcox

One-Day Philadelphia High School Literacy Corps Training

(Full-Day Session)

Day 1

9:00 am Literacy Corps Training

Background of the Literacy Corps

Literacy Corps Models

Video Presentation on Reflection

Research on Literacy

12:00 pm Lunch
1:00 pm General Literacy Corps Meeting
3:00 pm Dismissal

Example Three - Harry Silcox

Three-Day Academies Service-Learning Workshop

(Full-Day Sessions)

Day 1

9:00 am Introduction of Participants

9:30 am Serve America - A National Movement

1. National Service Trust - 1993
2. Wofford Service-Learning Bill - 1993
3. National Service Act - 1990
4. New Funding Areas
5. New Directions in Vocational Education
6. Service-Learning Clearinghouse

10:00 am Introduction to Service-Learning

1. What is service-learning?
2. How does it fit into the school reform movement?
3. What kind of activities take place in school with service-learning programs?

10:50 am Break

11:00 am Sample Programs and New Material in Service-Learning

12:15 pm Lunch

1:15 pm Discussion of a Service-Learning Plan for Your School

1:45 pm The Core Elements of Good Practice in Service-Learning

1. Alice Halstead - National Alliance of Service-Learning
2. National Youth Leadership Council
    a. Planning, Orientation, Preparation
    b. Doing the Act of Service
    c. Celebration
3. Preparation for participants in a service-learning activity

2:30 pm Steve Hamilton's *Apprenticeship for Adulthood*

3:00 pm Dismissal

Day 2

9:00 am	Service-Learning Experience (report directly to service site)
11:00 am	Reflection on morning visit and new ideas in the field about reflective teaching
12:30 pm	Lunch
1:30 pm	Readings
2:30 pm	High School Project Grants ($1,000)
3:00 pm	Dismissal

Day 3

9:00 am	Presentation of ideas for service-learning in academy programs
10:00 am	Planning Time
12:00 pm	Lunch
3:00 pm	Dismissal

Example Four - Harry Silcox

Four-Day Workshop — The Project Graduation Requirement

Service-Learning Opportunity

Day 1

2:00 pm	Introductory Session Who Are We/Who Are You Core Elements of a Quality Service-Learning Program

Day 2

9:00 am	Part I - The Experience Group reports to a site provider of their choice
1:00 pm	Part II - Reflection • What happened? • What did you feel? • What did you learn? Distribution of "Project Requirement Books" Service-Learning and School Reform

Day 3

9:00 am	The "Project" Requirement The Requirement: Interpretation, Implementation, and Evaluation How to Get it Done as Part of the School Curriculum
1:00 pm	School-Based Service Programs: The Voice of the Teacher Teachers from local schools currently doing service projects

Day 4

9:00 am	Presentation of Plans Each participant will be prepared to discuss how they will implement the service-learning requirement in their school. Additional Funding: Grant Writing and Grant Sources

W.K. Kellogg Grant Supports Peer Consultants in Service-Learning Education

News Release

University of Minnesota, Department of Vocational and Technical Education and National Youth Leadership Council oversee implementation of project.

"We expect to make the educational experience more meaningful for young people everywhere and to help them develop into strong, competent, caring leaders"

Jim Kielsmeier
Assistant Professor, Dept. of Voc. and Tech. Ed., U of MN
President, National Youth Leadership Council

The W.K. Kellogg Foundation has awarded the University of Minnesota's Department of Vocational and Technical Education a three year grant of $989,000 to develop and improve service-learning programs across the country. Working through the National Service-Learning Cooperative/ Clearinghouse, the Peer Consultant Initiative will greatly enhance technical assistance efforts to enhance service-learning opportunities for K-12 students. It is a key part of the strategic plan for advancing service-learning nationally.

The Peer Consultant Initiative will develop a high quality network of peer consultants to help educators develop and strengthen service-learning in their classrooms and communities. The plan is to initially develop a high quality peer consulting program in a limited number of states, then expand the model progressively to include 24 states by Year Three.

States will be selected based on a commitment to eventually assume local responsibility for underwriting the effort with funds dedicated to school reform and improved skill development of students. The Council of Chief State School Officers, a Washington, DC- based organization representing all of the state departments of education, will oversee the state level developments to ensure successful integration of service-learning into the overall state educational reform plans.

Expected outcomes from the project include over 600 peer consultants nationwide to assist local educators in developing service-learning programs, state education plans in 24 states providing funding for service-learning program development, and the development of a nation-wide system of technical assistance making service-learning an integral part of American education.

The National Service Learning Cooperative, funded in large part by the Corporation for National Service, was set up in 1993 to provide leadership, knowledge, and technical assistance necessary to support and sustain service-learning programs nationally. The Cooperative has 15 regional partners geographically dispersed throughout the United States. The National Youth Leadership Council serves as manager/developer of the Cooperative. NYLC is a national, non-profit organization based in Minnesota, active in supporting schools, colleges, youth agencies, and state and local governments in developing youth service-learning programs across the country. Both NYLC and the U of MN Department of Vocational and Technical Education serve as managing partners of the Cooperative and will oversee implementation of the project.

The W.K. Kellogg Foundation was established in 1930 to "help people to help themselves." As a private grantmaking organization, it provides seed money to organizations and institutions that have identified problems and designed constructive action programs aimed at solutions. Most foundation grants are awarded in the areas of youth, leadership, philanthropy and volunteerism, community-based health services, higher education, foods systems, rural development, groundwater resources in Great Lakes area, and economic development in Michigan. Programming priorities concentrate grants in the United States, Latin America and the Caribbean, and southern Africa.

Peer Consultant

Position Description

Position:	Service-Learning Peer Consultant to serve as mentor/consultant to teachers and/or school districts seeking assistance in developing comprehensive service-learning programming.
Duration:	Three years.
Required Skills:	A minimum of two years experience working with service-learning or related programs and experience implementing principles of good practice. An understanding of the issues involved in gaining institutional support for service-learning programs. Demonstrated people skills (e.g., possesses strong interpersonal communication skills, listens well and is supportive, is patient, understands how to encourage people's growth in ways that challenge them without overwhelming them, enjoys working with and teaching others). Demonstrated knowledge and skills in youth development and past experience in supervision of youth. Understanding of curriculum infusion and whole school implementation for service-learning. Ability to commit to minimal assistance to a peer (e.g., critiquing a lesson plan, suggesting resources that could be helpful, responding to questions from peer by phone and mail). Participation in the Peer Consultant training program.
Desired Skills:	Past experience as a trainer. Experienced in service-learning methodology. Developer and/or implementer of quality service-learning programming.
Stipend:	$750.00/year for a minimum commitment of 20 - 25 hours of assistance provided.

Those chosen as Peer Consultants will have their references checked and will be screened to assure credibility. Each Peer Consultant will be entered on the Clearinghouse database and all relevant information about the person will be available to the service-learning public.

Youth Peer Consultant

Position Description

Position:	Youth Consultant to articulate the student perspective of service-learning to other youth, educators, school district staff and community members. Youth consultant will assist adult peer consultant in providing assistance to educators developing service-learning programs.
Duration:	Youth selected as consultants will negotiate with adult peer consultant to serve for a period of one to three years.
Skills:	Experience in service-learning in a school and/or community setting. Ability to articulate role of youth in developing service-learning programming. Ability to share student perspective of service-learning process with other youth, educators, and community members. Ability to provide feedback on program. Ability to accompany adult consultant on site visits and/or communicate via telephone (locally) to share student perspective, during and/or after regular school hours. Potential as student leader.
Consent:	Parent(s) or guardian must provide written consent permitting student to be involved in program, work with adult consultant, and travel to other schools as needed.
Stipend:	$100/year
To Apply:	Interested youth should apply to adult consultant.

Peer Consultant Initiative

Youth Consultant Information Form

Youth Consultant Name ______________________

Address ______________________

(street) ______________________

(city) ______________________

(state) ______________________

(zip code) ______________________

Phone ______________________

E-mail ______________________

School ______________________

Grade level ______________________

Adult Consultant Name ______________________

One hundred and twenty youth from several states across the nation will be serving as youth consultants sharing the student perspective of service-learning to youth, educators and schools as they develop service-learning programs. The information you provide on this form tells us more about who you are and may be included as part of a national data base of youth consultants, included in reports, or in other media. Only share information you feel comfortable with and please note if you would like the information you provide to be kept confidential by circling it. *Use back of sheet if necessary.*

Describe yourself. What are your interests and favorite school subject areas? What types of extra-curricular activities are you involved in?

Describe your background in service-learning. What projects have you been involved in? What did you learn from the experience?

What recommendations might you have for educators and students thinking about developing a service-learning program?

Peer Consultant Initiative Consent Form

Dear Parent or Guardian:

Congratulations! Your child has been selected as a youth consultant to share his or her perspective of service-learning with other youth, educators, and community members. Youth are selected by adult peer consultants who are experts in the field of service-learning and are providing assistance to schools developing service-learning programs. Your child was selected by ______________________________.

The Peer Consultant Initiative is a network of high quality peer consultants helping educators develop service-learning programs in their classrooms and communities. Outcomes of the program include over 600 peer consultants, half of which are youth, in 24 states nationwide. Funding for this program has been provided by the W.K. Kellogg Foundation through the National Service-Learning Cooperative.

The role of the youth is to provide the student perspective of service-learning to other youth, educators, and community members. The program seeks to make the educational experience more meaningful to youth by engaging them as leaders in the development of service-learning programs that make a real difference to them and their communities. Your son/daughter has been selected as a youth consultant because of their experience in service-learning, their ability to articulate the student perspective, and their potential as a leader.

Serving as a youth consultant, students will collaborate with other youth and educators from a neighboring school. They will share the student perspective through face-to-face contact, telephone conversations, and site-visits. Consulting will usually take place with the adult consultant who selected the youth, and may involve local travel and limited extracurricular time. Youth Consultants will receive a $100 stipend for their involvement in the program (payments will be made in May, 1995).

We are seeking your consent for your child's participation in the program. Please check the appropriate spaces to indicate your permission in each program area. For more information about the program or to discuss issues or concerns, contact the adult peer consultant noted above. Thank you!

Permission for participation in program:

yes______ no______

Permission for travel in vehicle to neighboring school:

yes______ no______

Permission for information about youth to appear in local or national media:

yes______ no______

Student Name ____

Parent/Guardian Name ______________________________________

Date ____

Peer Consultant Initiative

Peer Consultant Initiative Service-Learning Program Plan

(to be completed by Peer Consultant/School Contact)

Consultant______________________________

School (District)______________________________

Contact Person______________________________

Number of students involved in program__________Grade levels_____

The Peer Consultant and Educator should use this form to outline the educator's plan for developing or strengthening their service-learning program. This form should serve as a guide for consulting activities (including expectations of school and consultant).

Current Program: Outline the current service-learning program.

Goals: Discuss program goals. What are the expected outcomes of consultation activities?
What types of strategies are needed to implement change or education reform?

Expectations:
School contact's expectations of Consultant:

Consultant's expectations of school contact

Youth Consultant: How will the Youth Consultant be utilized?

Issues: Are there concerns or issues to be resolved?

Curriculum Integration: How do you plan to integrate service-learning into the curriculum?

Community Collaboration: How do you plan to collaborate with others in your school or community ?

Staff Support: What kind of support does service-learning have in the school or district? What are your plans for building support?

Evaluation: How will you evaluate the effectiveness of your program?

Other:

Kellogg Peer Consultant Initiative

Consultant/School Contact Log

Consultant Name ______________________________

School(District) ______________________________

Contact Person ______________________________

Please keep a log summarizing contacts made between the Peer Consultant and the school contact person. Also document contacts involving youth consultant. This log will be included in your final report.

Date	**Length of Contact** (day-long, hour, ...)	**Type of Contact Made** (face-to-face, phone,...)

1.
Re:

2.
Re:

3.
Re:

4.
Re:

5.
Re:

Peer Consultant Initiative

Interim Progress Report

(to be completed by consultant)

Consultant Name

School Contact

Please take a few minutes to summarize the progress made in the development or advancement of service-learning as a result of the consulting process. (Refer to the Program Plan developed with the school contact to assess whether you are "on target")

Specifically address the following:

1. Information and resources provided by the consultant
2. Progress school has made in service-learning curriculum integration
3. Progress made in building staff and community support
4. The role of the youth consultant (benefits and outcomes)
5. Issues or concerns to be resolved

Peer Consultant Initiative

Final Report

(to be completed by consultant)

Consultant Name ____________________

School Contact ____________________

Please take a few minutes to summarize the results made in the development or advancement of service-learning as a result of the consulting process. (Refer to the Program Plan developed with the school contact to assess whether you are "on target")

Specifically address the following:

1. Information and resources provided by the consultant
2. Results school has achieved in service-learning curriculum integration
3. Results of building staff and community support
4. The role of the youth consultant (benefits and outcomes)
5. Issues or concerns to be resolved
6. Impact on educational reform.

Please write a one-two page report summarizing consultation services given the school. Describe information and resources shared through the consulting process. Include program outcomes and any positive and/or negative elements of the process. Highlight how the youth consultant was involved in your consulting efforts.

Peer Consultant Initiative

Program Evaluation

Please circle:

youth consultant   adult consultant   school contact

Please rate the quality of the following:

5=Excellent 4=Very good 3=Good 2=Fair 1=poor 0=unsure

______The benefit of the adult consultant to the school

______Basic information regarding service-learning received from the peer consultant (level of expertise in service-learning)

______Progress made in developing or advancing service-learning through collaboration with a peer consultant.

______Infusion of service-learning into core academic curriculum from information gained from peer consultant.

______Knowledge of service-learning resources and networks from involvement with the peer consultant.

______Information on gaining staff and administrative support from the peer consultant.

______Support from the peer consultant.

______Were expectations clearly defined between the school contact and peer consultant?

______Were expectations school contact had of peer consultant met?

______The benefit of the youth consultant to the school.

______The effectiveness of the youth consultant in representing the youth perspective of student learning.

______Opportunities for personal development provided for the youth consultant through the process of peer consulting.

______Level of participation from the school contact (investment of school in infusing service-learning into the curriculum...).

Additional copies of this manual are still available.

Each additional copy of this manual costs $29.95. Please add $5.00 for shipping and handling.

Name: ____________________

Organization: ____________________

Address: ____________________

____

City/State/Zip: ____________________

	Number	Cost Each	Total Cost
Peer Consultant Handbook (1st edition)			
	Shipping & Handling		$5.00
	Total Amount Due		

If you would like additional copies of this manual, please fill out this form and send it, along with a check for the entire amount due, to:

Peer Consultant Initiative
National Service-Learning Cooperative/Clearinghouse
University of Minnesota
1954 Buford Ave.
R-290 VoTech Ed. Bldg.
St. Paul, MN 55108

Feedback for 1995-96 Manual (Due Aug. 1, 1995)

We need your help!

We are already working on a new and improved Peer Consultant Manual to be distributed during the Fall of 1995. Your feedback is crucial in helping us develop a manual that best meets your needs! We are also seeking sample programs, additional sources of information, overheads, and handouts for use and distribution. We will try to use as many of the ideas and resources we receive as feasible and credit the person submitting the information. *(Use another page for feedback if necessary.)*

1. The section(s) of the manual that I found to be the most helpful were:

2. The sections that I would recommend revising are:
   (For each section that you list, please specify what you would add or delete.)

3. Information that I wanted but could not find includes:

4. A good addition for the annotated bibliography would be:
   (Author, title, year, publisher, short description)

(more questions on back....)

5. Other ideas or sources of information for the manual or additional resources include:

6. A good example of a service-learning program would be:

(Please submit a short paragraph outlining the program, a contact person, and a telephone number for further information).

The following information is optional:

Name ______________________ Organization ____________

Address ____________________ Telephone ________________

By August 1, 1995, please return to:

NICSL
University of Minnesota
R-460 Vo. Tech. Ed. Bldg.
1954 Buford Ave.
St. Paul, MN 55108

Peer Consultants will be entered on the Clearinghouse database and all relevant information about each person will be available to the service-learning public.